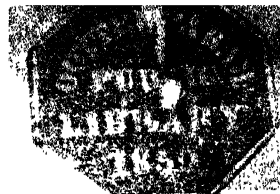


British Burma.

HOME DEPARTMENT.

(EDUCATION.)

REPORT ON PUBLIC INSTRUCTION,

FOR

1868-69.



MAULMAIN:
PRINTED BY T. WHITTAM, AT THE "ADVERTISER" PRESS.

1869.

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MEMORANDUM

BY THE

CHIEF COMMISSIONER OF BRITISH BURMA AND AGENT TO THE GOVERNOR GENERAL.

INTRODUCTION.

1. This is the Second Annual Report on the Education Department submitted by Mr. P. Hordern, who was appointed at the end of 1867. It is, therefore, the first report on the operations of the Department since Mr. Hordern has been in charge of it throughout the year, and it shows what improvements have been carried out, what endeavours have been made to organize the Department. The first Director, Mr. G. Hough, was appointed in 1866, and his attention was confined, almost entirely, to supervising and fostering the scheme of spreading Vernacular Education through the Kyoungs or Budhist Monasteries in Rangoon and Maulmain. The Department then consisted of a Director and four "Circuit Teachers," whose duty it was to give instruction in Geography, Arithmetic and Land-measuring in as many of the Kyoungs as possible when the Monks and Heads of Monasteries had no objection to such a course. Mr. Hough's time was occupied in visiting the Monasteries and talking to the Monks so as to smooth the way for the spread of the system and to neutralize any prejudices which might exist. Mr. Hough had to leave on account of ill health soon after his appointment and before any palpable progress was made, but not before he had, by his tact and assiduity, established the Circuit Teachers in many of the Monasteries. On his departure great difficulty was experienced in getting a qualified successor. Two Officers were appointed to officiate, one after the other, as *ad-interim* arrangements, and at last Mr. P. Hordern was nominated for the post and was appointed by the Government of India. On his arrival Mr. Hordern found the scheme of utilizing the Monastic Schools for the spread of Vernacular Education in existence certainly, but languishing. Taking a broader view of the duties of

a Director of Public Instruction, in which view the Chief Commissioner concurred, he, without neglecting the Kyoungs, set to work to bring his Department into order. A Clerk and a Peon were sanctioned as an Office Establishment, and with no other help Mr. Hordern commenced bringing the whole of the Aided and Government Schools under his supervision and control. He visited almost every District during the first six or eight months which elapsed between the date of his appointment and that of the submission of his first Report, and during the present year has continued his tours and has now visited every School in the Province (with the exception of the Village Schools) which is directly under Government control, or receives a Grant-in-aid. He has established rules for the due submission of Returns and for checking the bills and accounts, and has assumed entire charge of all Educational matters. There can be no doubt that much remains to be done, the Grant-in-aid rules require revision, the Schools require classification, Standards of Examination are wanted, School books must be compiled and Maps printed, and the Department itself still requires some organization.

I. Controlling Agency.

2. The Controlling Agency is too small. It is impossible for one Officer to visit and inspect every School scattered over an area of 90,000 square miles with but wretched means of communication and at the same time to carry on all the correspondence—a correspondence which from the circumstances under which the Department arose is large. Grants-in-aid have been given for years, and Government Schools have long been established, but little control was exercised over the recipients of the Grants on the one hand and the Government School-masters on the other, and Mr. Hordern had, not to start a new Department extending his operations gradually, but, to control and bring into order a large existing Department hitherto in comparative disorder and the units of which, unaccustomed to supervision and to method and regularity make continual references, and require the repetition of orders and the most detailed instructions; and all the correspondence entailed thereby is added to by the necessity of carefully explaining to the Govern-

m nt the objects and reasons of every proposed change (of which there must be many) which is not so unimportant that it can be carried out by the Director on his own authority. With all this Office work the Director has to visit every School and to examine as many as possible, and to be continually travelling from Mergui to Akyab, and from Rangoon to Toung-oo. When it is remembered that it takes two months to reach Mergui and to return if more than 48 hours are spent there, that it takes 15 or 20 days to reach Toung-oo, and that on the journey there is not more than one School, except those in the Budhist Monasteries, which be it remembered are visited by no Circuit Teachers as yet except in Rangoon and Maulmain, it is apparent that the work thrown upon one man is enormous, and it is physically impossible that he can perform it satisfactorily either to himself or to Government.

3. The Chief Commissioner cordially agrees with Mr. Hordern that a good system of inspection is the life-blood of the Education Department, and that no good system of Inspection can be carried out, in this Province, unless the inspection Staff is increased. From Table 3 in the Note on the state of Education in India in 1866-67 it appears that there is no Province, not excluding Hyderabad and Mysore and Coorg, in which the Supervising Agency is so weak. In British Burma there is one Director only on a salary of Rs. 1,000 (and not as stated in the Note a Director on Rs. 916-10-8 and an Inspector on Rupees 83-5-4), but in Hyderabad there are 2 Officers on salaries aggregating with that of their Establishments Rupees 26,400 per annum, and in Mysore and Coorg 5 Officers on salaries aggregating Rs. 23,920, and this when the Schools in British Burma were 248 against 147 in Hyderabad, and 116 in Mysore and Coorg.

4. In the following table is given the estimated Revenues and Charges during 1869-70 of each Province, the total Grant for Education, deducting the amount of the Grants to the three Universities of Calcutta, Madras and Bombay, the amount of these Grants allotted to superintendence and inspection, and the strength of the Controlling and Inspecting Agency :—

Provinces.	Estimated Revenue.	Estimated Charges.	Grant 20 for Education, Science and Art.		Controlling Agency.		
			Total.	Devoted to Superintendence and Inspection.	Director.	Inspector and Deputy Inspectors, &c.	Total.
1	2	3	4	5	6	7	8
Oudh, ...	16,670,000	9,601,800	240,600	64,122	1	12	13
Central Provinces, ...	11,316,000	11,383,050	291,900	87,670	1	22	23
British Burma, ...	12,468,000	7,448,300	115,300	18,607	1	...	1
Bengal, ..	162,707,400	65,533,900	2,480,612	317,165	1	52	53
N. W. Provinces, ...	61,506,000	31,552,800	1,089,450	319,206	1	107	108
Punjab, ...	36,423,000	25,082,150	713,050	128,523	1	37	38
Madras, ...	76,507,000	69,704,300	1,047,800	196,500	1	25	26
Bombay, ...	95,110,000	82,007,400	1,017,517	197,991	1	38	39

and from this it will be seen that even in the Central Provinces, where the expenditure exceeds the revenues, the Grant for Education is larger and the Controlling Agency is numerically 23 times stronger, and this too when from the years 1864-65 to the end of January 1869 British Burma had made available in aid of the General Government of India no less than Rupees 87,73,000 or £877,300, in other words rather more than Rupees 17,50,000 or £175,000 a year. Not only is the Department numerically stronger elsewhere, but in other Provinces which have formed a portion of British India for years there are Railways and other means of communication spread like a net work over the face of the country, whereas in this Province there is not a first class Road completed even between any two Head Quarter Towns.

5. The Director of Public Instruction has now under consideration, amongst the mass of subjects requiring his attention, a scheme for improving his Department, and when he has prepared it it will be submitted to the Government of India together with the remarks and suggestions of the Chief Commissioner, and then formal recommendations will be submitted for increasing the Controlling Staff,

6. Another matter which has been much discussed during the year is the Grant-in-aid Rules: These were taken from those formerly in force in Bengal, and are not suited to this Province, indeed in Bengal they have been amended. Numerous references have been made as to the correct interpretation of the Rules, and as to what was to be done where the Rules evidently did not apply: the Director was in fact feeling his way to the preparation of clear and appropriate Rules, and this he is now doing on the basis of those now in force in other Provinces.

Grant-in-aid Rules.

II. Schools.

7. In the Report for 1867-68 the Schools in the Province were classified as Government and Aided Schools, the latter head being subdivided into Middle Class, Lower Class, Monastic, &c. This classification was acknowledged by the Director to be defective, and was remarked on by the Government of India, and in accordance with the instructions he received Mr. Hordern has this year adopted a new arrangement. But as he justly points out in his Report, and as the Government of India remarked when reviewing the Report for 1867-68 no classification can be accurate or valuable until defined Standards of Examination have been introduced. But however excellent may be the standards, they are valueless without some agency for seeing that the examinations are carried on in accordance with them, and it will be impossible to ensure that any advantage was gained from their introduction unless a competent and sufficiently large Inspecting Agency is sanctioned. The most perfect Code of Laws with no authority to note the breach of them and no authority consequently who can enforce the sanctions laid down by them must, in the nature of things, remain a dead letter. The arrangement of the Schools under the different classes must, therefore, be accepted *quantum valeat* and not as rigidly correct. The classification adopted is not exactly that suggested. The unaided Schools, the Female Schools and the Monastic Schools have all been separately classed, a distinction which was perhaps hardly necessary, except in that a too rigid arrangement cannot be carried out at first.

Classification of Schools.

1. Higher Class.

8. There are no Government and no unaided Higher Schools, that is Schools which teach up to the University Entrance Standard. In his last Report the Director returned no Schools of this class, but in the present Report he has considered the two best of the aided Middle Class Schools as really Higher Class, and has accordingly so called them. They are the Maulmain Town School and the Rangoon Diocesan School, both of which are for Europeans and Eurasians.

Maulmain Town School.

9. The Maulmain Town School which receives a Grant-in-aid of Rupees 2,000 was established a few years ago by Mr. and Mrs. Gilbert (who had come out from England to the Church of England School, also in Maulmain) under the patronage of some of the inhabitants of Maulmain, and under the supervision of a Committee whose proceedings are regularly published. Boys and girls are taught together, that is come up in class together, being kept perfectly separate whilst studying. The School still holds the first place amongst the Schools of the Province; it was very favorably reported on last year, and this year the Report is equally satisfactory. A large School Library has been opened, and the Head Master has certainly commenced an excellent work in teaching the boys to swim. Though the number on the Books has slightly decreased there is no falling off in the School which is highly appreciated, and which, the Chief Commissioner believes, does a vast amount of good.

Rangoon Diocesan School.

10. The only other Higher Class School, the Diocesan School in Rangoon, which is also managed by a Committee, has improved. In this School also boys and girls are taught, but separately, indeed till very lately in separate buildings situated in different parts of the Town. The number of boys on the Rolls has slightly increased, but the girls branch has suffered from many causes, amongst others from one of the Mistresses having left and having set up a School of her own.

The Chief Commissioner is satisfied that both of these Schools deserve the Grant-in-aid which they get, and without which they probably could not exist, certainly could not

do half the good which they do. The cost of the Education given in them is Rupees 100-4-10 a year, of which Government pays Rupees 20-14-5 or about ⅕th. The Chief Commissioner is disposed to attribute the pre-eminence of the Town School Maulmain not only to Mr. and Mrs. Gilbert but to the instruction of both boys and girls together. It is a system which answers admirably in the United States, and if carefully watched and controlled is, he believes, decidedly the best system.

University Entrance Examination.

11. The Syndicate of the Calcutta University has acceded to Mr. Hordern's request to include Rangoon amongst the places at which an Entrance Examination is held, and notice has been sent to the two Higher Class Schools to send in to the Director by the 15th October the names of any applicants for examination. Should any names be sent in an examination will be held on the 6th December. The Chief Commissioner fears that no candidates will present themselves, but he has little doubt that if an examination is held next year candidates will come forward, and he is convinced that this step of Mr. Hordern was a wise one, in the interests of the Higher Education in this Province.

2. Middle Class.

12. Of the Middle Class Schools some are purely Government institutions, some are aided by Grants, and some are unaided.

A. Government Schools.

13. There are 4 Government Schools, 3 of which were established as long ago as in 1835, 1837, and 1842, and the fourth, at Prome, was established in 1866.

Maulmain School.

14. The Maulmain Government School, the oldest, has decidedly improved. The report on it in 1865-66 was so unfavourable that the question of abolishing it was discussed. On the strong recommendation of the officiating Director it was continued, and the results have been in every way satisfactory. In 1867 the number of Pupils on the Rolls had risen to 173 from 113 in 1866, more than were on the Rolls since 1864, which

is the first year a report of which is obtainable. At the end of 1867 the Head Master, Mr. Redpath resigned, and Mr. Thompson was appointed to succeed him. Under Mr. Thompson the School has made great progress; the number of pupils on the rolls at the close of the year had risen to 220, and the average daily attendance was 151 against 130 in 1867 and 85 in 1866; similarly the amount realized from fees had risen from Rupees 1,048 to Rupees 1,718-6-0 in 1867, and to Rupees 2,037 in 1868-69, the amount of the fee remaining the same, viz: 1 Rupee. The increase in the number of pupils was entirely amongst the Burmese, for whose benefit, it may be said, the School is kept up, for though there is an excellent Town School here, it is for Europeans, and the parents have the certainty that the Government School is purely secular and they have consequently no fear of their children being converted. The Chief Commissioner, from his long experience in the country, cannot hold, as some do, that the Burmese have no objection to the conversion to Christianity of their children. They have not certainly that bigoted hatred of other religions felt by Mahomedans, and indeed by some sects of Christians, nor do they object to conversion, but they do object strongly to their children being converted whilst still children, because they hold and hold with reason that a child's mind is too unformed and too weak to be able to judge between one religion and another, and they think consequently that it is dangerous to place their children under converting influences. Many of the Burmese do not hold these views, and many prefer the chances of advancement for their children to keeping them clear of what they must if they reasoned consider temptation, but very many do hold them, and hold them strongly.

Kyouk-Phyoo School.

15. The Kyouk-Phyoo Government School was established in 1837. The number of pupils has fallen to 97, the same number as in 1864, and this entirely amongst the Burmese. This is explained by the Head Master to be due to the sickness prevailing in the Town, and the Director, who examined the School, was satisfied with it. The fee in this School is only 4 annas, and *primâ facie* there appears to be no reason for keeping it so low as this, more especially as the fee in all

the other Government Schools is 1 Rupee. Indeed since the close of 1868 the Government of India has, on the recommendation of the Director of Public Instruction, directed that the fees in all Middle Class Schools shall be fixed at 8 annas and 1 Rupee according to the circumstances of the inhabitants of the places in which the Schools are situated. There are other points in which the School might be improved; the Library is large but not suited to the class of boys who attend the School, this the Director is going to remedy; the School Buildings are reported to be in a very dilapidated condition, and the establishment for the School is too small—but unless the fees are raised it can hardly be expected that Government will increase the amount now spent.

Akyab School.

16. The Government School which was established in 1846, is the only one of the Middle Class in Akyab. The number of pupils on the Rolls remains exactly the same, but the number of Burmese has increased from 147 to 166, the numbers of other races having diminished equally; the average daily attendance has slightly decreased. The report on this School is not, on the whole, satisfactory, the education imparted and the manner of imparting it, as shown by the examination, require decided improvement. In July 1868 the School-house was burnt to the ground; there was every reason to suppose that this was the work of an incendiary but it was not brought home to any one. A report has been received a day or two ago that it has again been burnt down, and the Commissioner of the Division has been directed to hold a strict enquiry, and the Director of Public Instruction will himself proceed to the spot on his return to Rangoon. The Chief Commissioner cannot think that there are no grounds for complaint when such persistent endeavours are made to destroy the School.

Prome School.

17. The Prome School was established in 1866, and is unfavourably reported on. The number of pupils increased from 58 to 63, and the increase was both amongst the Burmese and those of other races; the daily average attendance, however, fell from 48 to 43, a very unsatisfactory sign, and the Chief Commissioner concurs with Mr. Hordern in thinking that the continuance of the School must now be a matter for consideration,

unless under a new Head-master considerable improvement is shown.

18. The fees paid in the Akyab, Maulmain and Prome Schools is 1 Rupee, in the Kyouk-Phyoo School 4 annas only. The Chief Commissioner is inclined to think that the fee might be raised to Rs. 1-8, and the Director will be requested to take the matter into consideration. The Government of India has approved of the suggestion of Mr. Hordern that two of these Schools, those at Maulmain and Akyab, be raised to Higher Class Schools. This will involve a larger expenditure on the Schools and in consequence a rise in the fees paid. The Chief Commissioner cannot think that it is good policy to provide Higher Class Education for the people solely or almost entirely at Government expense, and as at present constituted Government pays $\frac{2}{3}$ of the cost of the Maulmain School, and no less than $\frac{4}{5}$ of that of the Akyab School.

Fees in Government Schools.

The cost to Government of the education of each pupil yearly varies very considerably from Rs. 18-5-5 in Maulmain to Rs. 86 in Prome. The attention of the Director will be drawn to this. The average cost was Rs. 44-4-7 which is not very high.

B. Aided Schools.

19. There are 18 Aided Schools of the Middle Class against 15 last year. Four of the Schools which last year were included amongst those of the Middle Class have been excluded, viz., the Maulmain Town School and the Rangoon Diocesan School, which have been classed this year as Higher Class, the Gaol School which has been separately reported on, and one School which has been included in the Lower Class. There have been, therefore, no less than 7 new Middle Class Schools in existence during the year; they are :—

(a.) The Burmese Mission School Bassein. This was established in 1857, but was not included in this class last year. It was under Mr. Douglas of the American Baptist Mission, since deceased; it received a Grant-in-aid of Rs. 250, and the total expenditure was Rs. 1,843.

Burmese Mission School Bassein.

(b.) The Town School Sandoway, which was established by the people themselves. The Grant from Government amounted to Rs. 52-14-6, and the expenditure from private sources to Rs. 187-1-6. The number of pupils on the Rolls was 25, and the average daily attendance was 24. The Director has not been able to visit this School during the year, but from the Report of the Master, which is given in the Appendix to the Report, it appears that the Head Master is a Burman, who receives a salary of Rs. 40, of which Rs. 20 is taken from the Government Grant, and that should the School fees fall short of the remaining Rs. 20 the amount is made good by five guaranteeing house-holders. The education is given in English, and the pupils pay fees varying from 2 annas to 1 Rupee according to the class they are in.

Town School Sandoway.

(c.) The Town School Tavoy was established by the people and received a Grant-in-aid of Rs. 300, the amount realized from fees being Rs. 210; the School is well reported on and it would be a great discouragement if the amount of the Grant was reduced. There were 45 pupils on the Rolls.

Town School Tavoy.

(d.) A School at Poozoondoung was established by the Missionaries of the S. P. G., as many of the boys attending the Main School in Kemmendine lived in Poozoondoung some four miles off. The number of pupils on the Rolls was 44, but the average daily attendance was only 25. The Government Grant was Rs. 600, the private subscriptions Rs. 700, the fees Rs. 276.

S. P. G. School Poozoondoung.

(e. f. and g.) The S. P. G. Schools at Myan-oung, Zelloon in the Myan-oung District, and at Thayet-myo in the Prome District, were all established during the year, and are on the whole flourishing, but it is doubtful if they can continue to exist if the Government Grant is not continued to them.

S. P. G. Schools Myan-oung, Zelloon and Thayet-myo.

20. The remaining 11 Schools of this class are scattered over the Province, but only one of them is in Arakan, and 4 are in Maulmain, the rest being in the Pegu Division. In Rangoon there are two of these Schools, one under the charge of the Roman Catholic Mission, S. Paul's, the other S. John's, under the

S. Paul's and S. John's Rangoon.

S. P. G. Missionaries. Both of these are well reported on. The numbers in attendance at the latter have somewhat diminished, partly owing to the establishment of a private School in the centre of the town by a Burman educated in England, which will be alluded to further on. The Grants by Government to these two Schools alone amounted to Rs. 25,000, of which Rs. 20,000 were for a Building Grant for S. John's, the annual Grant to that School for purely educational purposes being Rs. 3,000. The other, S. Paul's School, last year received a Building Grant of Rs. 14,000. The Government have, therefore, contributed very liberally towards education in Rangoon, having aided the two Schools to a large amount to erect suitable buildings, and having given them in addition Rs. 5,000 annually as Grants-in-aid of Rs. 600, and a Grant to a 3rd School at Poozoondoung. The fees in the Roman Catholic School is Rupees 3, in the Church of England School 1 Rupee; the number of pupils in each being almost the same, viz. 232 and 230, but the average daily attendance reaching 205 in the former and only 165 in the latter. The cost of educating each pupil in S. John's School was Rupees 60-14-3, of which Government paid Rupees 12-12-0 or 20 per cent, and in S. Paul's Rupees 36 of which Government paid Rupees 8 or rather less than 23 per cent. Thus for such education as is given in Middle Class Schools exclusive of that given to girls, the State contributes over 20 per cent. As regards the difference in the fee levied in the Roman Catholic and the S. P. G. Schools, it must be remembered that the former are principally for Europeans and Eurasians and the latter for Burmese and other Asiatics.

Maulmain Schools.

21. In Maulmain there are 4 Schools, viz., the S. P. G. Boys' School, S. Patrick's Roman Catholic School, the Morton Lane School under a Baptist Missionary, and the Church of England Orphanage. None of these take so high a position as the Rangoon Schools. Two, the Roman Catholic and the S. P. G. School suffer from want of strict classification, and the Chief Commissioner concurs with Mr. Hordern in considering that it is a great and a mischievous mistake to place a boy in a class for which he is not fit either because he comes older to School than usual as appears to be done at one School, or because if he

is not so placed he will leave the School as appears to be done in the other. The Morton Lane School has been put under a different Head Master, Dr. Shaw Loo, a Burman educated in the United States, and from the report of the Director appears to be improving. The Grant to this School is large, Rupees 1,000, and as the question of whether this should be continued must soon be considered, the Chief Commissioner trusts that every endeavour will be made to render the large disbursement warranted by the state of the institution. The Church of England Orphanage remains much the same, but the buildings were repaired from a Grant of Rupees 400 made by Government for that purpose. As in Rangoon, the fees levied in the S. P. G. School are only ⅓ of those levied in S. Patrick's, but the total amount realized from private sources is much larger. The remark in paragraph 20 regarding the fees in the Rangoon Schools applies equally here. The total amount paid by Government towards Middle Class education in Maulmain was Rupees 5,200 of which Rupees 400 was for a Building Grant. The number of boys on the Rolls of these Schools was about 375, so that Government pays Rupees 12-12-9 for each annually, or rather more than in Rangoon where is pays Rupees 12-3-2.

Bassein Schools.

22. At Bassein there are two of these Schools, one of which, the Burmese Mission School, was only brought into this class this year and has already been alluded to, and the other, S. Peter's School, is under the Roman Catholic Missionaries. The report on this School is favourable, and the number of pupils on the Rolls has considerably increased. The fee paid by the scholars is Rupees 2, higher than is paid anywhere else except at the Roman Catholic Schools in Rangoon and Maulmain. The Government Grant amounted to Rupees 1,000, the receipts from private sources to Rupees 401 only. The amount paid in Bassein by Government towards the education of 160 pupils in the two Schools was Rupees 1,250 or Rupees 7-13-0 each annually, the remainder of the total cost, viz. Rupees 60-8-11 being defrayed from private sources.

Prome School.

23. At Prome there is only one Middle Class Aided School called the Mission School, which is for Burmese and is superintended by Mr. Simons of the American Baptist Mission. The Chief

Commissioner regrets to have to record that he is on the whole dissatisfied with this School. From paragraph 82 of the Director's Report the results of the examination of the pupils which he conducted were moderately good, but the omission to keep up proper registers, the diminution in the number on the Rolls, and the very small average attendance —22—are all against this institution, the omission to keep up the registers especially. The amount of receipts from private sources, the expenditure on the School and the average cost of the education of each pupil are so very much lower than that given last year, that the Chief Commissioner has great doubts as to the accuracy of the returns submitted to the Director.

Toung-oo School.

24. At Toung-oo there is a School of this Class, the Roman Catholic Anglo-vernacular. The number of pupils on the Rolls has fallen from 60 to 50, the average daily attendance diminishing by 1 only; which is explained by the fact of several pupils having been removed from the Rolls for irregular attendance. The Chief Commissioner is glad that this course has been pursued, and he would be glad to see the example set by Father Conti, under whose charge the School is, more generally followed, for he is of opinion that anything which will tend to add obedience, regularity, order and method to the education now given must be of vast benefit, as he looks upon the inculcation of these as one of the great benefits conferred by Schools in any country. The Government Grant to this School was Rs. 1,000, and the amount received from private sources increased from Rs. 1,981 to Rs. 2,834-14-5. This institution is well worthy of the aid it receives from Government.

S. P. G. School Henzadah. Town School Ramree.

25. Of the two remaining Middle Class Schools, the S. P. G. School at Henzada in the Myanoung District, and the Town School at Ramree in Arakan, the Director remarks that he has received no return of any kind, in the case of the latter in spite of repeated calls. The Rules do indeed provide for the stoppage of a Grant on the non-submission of returns, but it is impossible to carry this out when the Grant is annual and has been paid before the neglect or omission takes place; this is a point, however, which will be consi-

dered when the Rules are revised. In the Chief Commissioner's opinion the Grant though sanctioned for 1, 2, or 3 years should be disbursed monthly, and the Director should have the power to stop any monthly disbursement of the Grant if the returns are not duly submitted.

C. UNAIDED SCHOOLS.

26. As pointed out by Mr. Hordern, any information regarding unaided Schools must necessarily be very difficult of acquirement. He has alluded to one only of the Middle Class, established in Rangoon during the year by a Burman educated in England Mr. Shwé Too Sandys, which has already been very successful, numbering 157 pupils. The Chief Commissioner was glad to hear of the establishment of this School, as he was confident that, conducted by a Burman, it would be almost certainly successful and might, he hoped, induce the establishment of similar institutions, and it is with great satisfaction that he has found that his anticipations have in one respect, the prosperity of the School, been realized.

3. LOWER CLASS SCHOOLS.

A. VILLAGE SCHOOLS.

27. Of these there were 109 receiving aid from Government, all under Missionary superintendence, that is 35 less than last year. Twenty of those receiving aid in 1867-68 have become independent, probably a healthy sign, and the decrease of the remaining 15 the Director attributes to inaccurate returns last year, and the Chief Commissioner is disposed to agree with him. An instance of the inaccuracy is given in Mr. Hordern's 98th paragraph. Last year Mr. Scott entered 59 School in his return, reported that he was in charge of 45 Schools and handed over 32 Schools to his successor Mr. Carpenter. Of these 109 only 6 are for Burmese (the rest being for Karens) 3 of which are in the Bassein and 3 in the Prome District. On the whole the Village Schools have, as far as it is possible to ascertain without a greatly increased inspecting staff, been conducted as well as in former years. Whether they have done all the good which they should and whether it is right that the Government should spend money in assisting these Schools are different questions,

the latter of which has been decided in the negative by Government in letter No. 377 dated 10th July 1869 from the Secretary to the Government of India in the Home Department. There are in many villages small Schools established by private individuals, and it is to these that the Chief Commissioner would like to see aid extended. The Director of Public Instruction has now under consideration a plan for carrying this out. The number of pupils taught in the present Village Schools was 2,506, and this out of a population of 2,400,000 souls, and with a Government contribution of Rs. 27,000. This Grant of Rs. 27,000 has been reduced to Rs. 9,145, and will disappear altogether under the orders contained in letter No. 377 dated 10th July 1869, that nothing can be contributed from Imperial Revenues to primary education, and that the Local Cess cannot be given in Grants to Schools under Missionary superintendence.

B. Monastic Schools.

28. As remarked before and in last year's report, the Village Schools are almost entirely for the Karens, and Government has hitherto done little or nothing towards the education of the Burmese and Taliens. In 1865 the late Chief Commissioner submitted a plan to Government for affording vernacular education to these through the Budhist Kyoungs, and his plan was approved and sanctioned as an experimental measure. Unfortunately the Officer to whom was entrusted the delicate duty of inducing the Monks to allow our books to be taught in their Monasteries had to leave very soon after his appointment, and from that time the scheme languished. The present Director, when he assumed charge of the Department, found it in this languishing state, and he strongly recommended the institution of Village Vernacular Schools, as a better means of attaining the same end as that sought by Sir A. Phayre. The correspondence on this subject lasted throughout the year, and was finally closed by an order directing that Sir A. Phayre's and Mr. Hordern's schemes should be tried at the same time, as there did not appear to be any reason why they could not go on together. The consequence of the uncertainty which existed as to whether the system of spreading vernacular education through the Monasteries would be continued or not was that nothing was

done to extend it beyond Rangoon and Maulmain, where alone it was being tried, and, consequently, the remarks of the Director regarding the progress made are necessarily short. The number of Monasteries which the Circuit Teachers visit has remained the same as in 1867-68, but the pupils taught by these Circuit Teachers have decreased from 91 to 82. It does not appear to the Chief Commissioner that this decrease in the number of pupils is matter for much regret. The grand point is to overcome the scruples of the Monks, or rather to induce them without exciting their distrust to receive the books and to allow them to be taught, and that this with care and caution can be done the Chief Commissioner has no doubt. The number of books distributed was 170, of which only 19 were on Geography. The Chief Commissioner is prepared to agree with Mr. Hordern that books on Geography will not be so readily received as those on Arithmetic and Land-measuring—but it is precisely the same in all Vernacular Schools in British Burma, where they are not controlled by Europeans, or where a regular course of study is not laid down,—and this because, as the Director has pointed out, one of the great aims in being instructed is to qualify for Government employment, or for employment in a Merchant's office. For such occupation as this a knowledge of Arithmetic is necessary, and for such Government employment as the inhabitants in the interior are likely to get, a knowledge of Land-measuring is most useful, but a knowledge of Geography has no immediate value. That the Geography is not so readily received as the books on Arithmetic and Land-measuring, does not, it appears to the Chief Commissioner, tell decisively against the system. There can be no doubt that the Director is right in considering that no "systematic" education can at once be imparted in the Kyoungs, but neither could it in the Village School. The order, regularity, and method taught in European Schools will follow in time, but until the teachers see the value of these and until the parents require that they should be taught, it cannot be expected that they will be.

Work on Geography.

29. The Director in his 45th paragraph points out that the present book on Geography is a cumbrous work full of extraneous matter and without maps. The Chief Commissioner is glad to see that

an effort is being made to improve upon it, for no greater mistake could be made than to try and introduce a not-too-gladly-welcomed branch of study in an unpleasant and unattractive form.

Inspector for Monastic Schools.

30. The Chief Commissioner has a strong desire to see an Inspector of Schools appointed to take charge of this portion of the Director's work, for it is a portion which, to be well carried on, requires the undivided attention of one man, and the Director himself has many other things to do. The Chief Commissioner will look forward to greater results being recorded in next year's Report, and he trusts that the Geography will have been improved, and that the whole scheme will be cautiously but steadily and perseveringly pushed on, and he has every reason to believe that it will be.

Cost of Monastic Schools.

31. It is difficult and indeed this year impossible to estimate actually the cost to Government of these Schools. The pay of the Circuit Teachers and the cost of the books issued should be debited to them but that is all. The Director will be requested in next year's Report to give exactly the cost to Government of fostering and improving the education in the Monasteries, a very essential element in considering the value of the scheme.

4. Normal Schools.

A. Aided.

32. There were 7 Normal Schools aided by Government to the extent of Rs. 6,840 and with 440 pupils on the Rolls against 5 Schools with Grants aggregating Rs. 5,400 and with 339 pupils on the Rolls in 1867. Of these 7 two are in Bassein, two in Toung-oo, one in Rangoon, one in Maulmain, and one in Henzada in the Myan-oung District, and all for Karens. Of the two at Bassein, one, the Sgau Karen Normal and Industrial Institute, is very highly spoken of by Mr. Hordern and appears fully to deserve its Grant of Rs. 1,000, but the question of continuing the Grant of Rs. 500 to the other, the Pwo Karen Normal School, is a matter for consideration. No registers of any kind have been kept up and the School appears to be in a very languishing state.

Bassein Normal Schools.

33. The Grant to the Young Men's Normal School at Toung-oo was reduced to Rs. 840. The School appears to be working well as is the Normal Theological School also at Toung-oo. It does not appear that there is much difference between these two, and it appears doubtful policy on the part of Government to give Grants to two similar Schools situated in the same town, and receiving the same class of pupils. The Director will be requested to report specially on this point.

Toung-oo Normal Schools.

34. The Grant to the Normal School in Rangoon expired with the year and no application was made for renewal. It appears to have worked well during 1868-69. The Karen Normal School in Maulmain received a Grant of Rs. 1,000, but there is little in the Report to show to what extent the results were worth the outlay, and as little is said of the Karen Normal School at Henzada which also received a Grant of Rs. 1,000; it appears probable that, owing to the departure of Mr. Smith, under whose superintendence it was, it will not be re-opened.

Rangoon Normal School.

Maulmain Normal School.

Henzadah Normal School.

B. Unaided.

35. In addition to these there are two Normal Schools in Rangoon which receive no aid from Government, which have more than 167 pupils on their Rolls, who are trained as teachers and preachers in the Karen Christian villages. The whole of the Normal Schools at present in existence in this Province, aided and unaided are, it will have been noticed, for the Karens only and are to a certain extent Theological. There is no Training School for Masters and Teachers for the Village Schools amongst the Burmese, or for the Government or other purely secular Schools. This is a want to remedy which a proposition has been made to the Government of India, and the whole question is now under consideration. The Chief Commissioner trusts that a Normal School for both young men and young women will be established in Rangoon, and that the students taught therein may become so many foci for spreading sound elementary education and habits of order, method, and regularity amongst the people of this Province.

5. Female Schools.

36. The number of aided Female Schools has increased to 6 from 5 in 1867, and though the total expenditure has increased from Rupees 21,533 to Rupees 25,362 exclusive of a Building Grant of Rupees 5,000, yet the average annual cost of educating each pupil has fallen from Rupees 83 to Rupees 56-15-10, and the cost to Government from Rupees 25-8 to Rupees 19-8-7, a most satisfactory state of affairs coupled as it is with no falling off in the standard of the education imparted. Much has been written and still more said regarding the difficulty of educating females in India, and this difficulty is always put forward as a cause for the ignorance of that class. It is extremely doubtful whether the females in Hindustan are one whit less educated or one whit more ignorant than the females of Burma, and yet it has never been said, it never could be said that there is any irremoveable repugnance on the part of the Burmese to the education of their daughters. Up to very lately education was left almost entirely in the hands of the Bhuddist Monks, who will not teach girls, and of the Christian Missionaries who must of a necessity, and who indeed must wish to, tinge their teaching with Christianity; the daughters, therefore, of all who had no desire for conversion were practically precluded from receiving education at all, and it is much to be regretted are almost so still. The Chief Commissioner cannot express too strongly his desire to see the education of females extended through the length and breadth of the Province, as he feels convinced that to so extend education will be the surest method of raising the people to a higher stage of morality than that in which they now are. He at the same time cordially agrees with the view expressed by Mr. Hordern in his 54 paragraph, that the education to be not only of any use but to be positively not pernicious and tending to increase the evil which it is desired to remedy must, at first at any rate, be confined to a sound and systematic education in the vernacular.

Government contributions to Female Education.

37. The amount spent by Government during the year on the education of Females was Rupees 6,660, exclusive of a Building Grant of Rupees 5,000 to the S. P. G. Girls' School in Rangoon against Rupees 5,800 in 1867-68; the amount re-

ceived from private sources during the same period was Rupees 18,702. The number of pupils on the Rolls was 457, of whom the majority were Burmese. Of the Schools presided over by the "Sisters of the Good Shepherd" in Rangoon and in the Convent at Maulmain, the Director speaks highly, but of the School at Akyab, not so well. The Chief Commissioner concurs with Mr. Hordern in considering that the latter is by no means on a sound footing, and the Director will be requested to consider this when the application which the Rev. Mr. Morewood proposes to send in for a renewal of the Grant-in-aid is received.

6. Gaol Schools.

38. The number of Schools in the Gaols of the Province has remained the same, viz. 2; at Rangoon and at Bassein. The School in Rangoon, however, is for the instruction of convicts in such knowledge as is necessary to enable them to be of use in the Printing Establishment, and can, therefore, hardly be considered as a regular School. In Bassein on the other hand the education imparted is general and in the vernacular. The Chief Commissioner concurs with Mr. Horden in thinking that nothing can possibly be done if Dr. Donnelly's idea is adopted—that the establishment of Gaol Schools is to wait until some of those trained as teachers by the Education Department fall into the clutches of the law and are sentenced to imprisonment; but there is apparently no reason why some well-conducted convict might not be made School-master in each Gaol, with all the advantages given to a convict warder, the real object of a Gaol School being to ensure that those imprisoned shall not forget all they know and leave Gaol worse than they entered it. The Director of Public Instruction and the Inspector General of Prisons will be requested to expedite the arrangement of the scheme regarding which they have been in consultation during the year. The Chief Commissioner is not disposed to concur with Dr. Donnelly that the attendance at School should of necessity be considered as an indulgence. The object is not to give a high education, and though compulsory attendance at a vernacular School might not be acceptable to all the Prisoners, yet the fact that they do not care to learn when they can be made to, need hardly have more weight in the case of Prisoners than in the case of School

boys, to both of whom the dislike to School is probably common.

III. Receipts and Expenditure.

From Imperial Sources.

39. The amount of the Government Grant for Education, Science and Art during 1868-69 was Rs. 1,60,800. But of this sum Rs. 27,000 were provided for the cost of the Expedition to Survey the Salween River. The amount, therefore, sanctioned for Educational purposes was Rs. 1,33,800. Of this sum again no less than Rs. 40,000 was for Buildings and Rs. 16,470 for Supervision and Inspection. The net amount, therefore, sanctioned for Education proper was Rs. 87,330, of which Rs. 23,490 was for Government Schools and the remainder Rs. 63,840 for Grants-in-aid. Against this Government Grant were receipts from private sources amounting to Rs. 95,620. As compared with 1867-68, the Government Grant for Education, excluding only Building Grants, increased by Rs. 35,850. This increase was divided as follows:—

Superintendence and Inspection, ...	1,030
Government Schools, ...	7,420
Grants-in-aid, ...	27,409
	35,850

But the whole of this Grant was not expended. Taking the Expenditure under this Budget Head we find that the amount expended for Superintendence and Inspection was Rs. 16,010, whereby a saving of Rs. 460 was effected; for Government Schools Rs. 17,371, resulting in a saving in the Grant of Rs. 6,119; and for Grants-in-aid Rs. 79,752 or Rs. 14,088 less than the Grant; so that the total saving was Rs. 20,667.

Increased Expenditure.

40. As the Director of Public Instruction points out, the increase in the amount expended from Government sources was very nearly equalled by the increase from private sources. The fees in the Higher and Middle Class Schools increased by Rs. 3,206 or 13·02 per cent. The amount realized from fees in Government Schools was Rs. 4,650, or Rs. 200 more than was estimated. The receipts from private sources diminished every-

where except in the Normal and Female Schools where they increased. The amount paid from private sources to meet the Government Grant amounted to Rs. 95,620, of which Rs. 37,594 was realized from fees, &c.

Total Expenditure.

41. The total expenditure on Education exclusive of that defrayed from the Local Funds of the Province was Rs. 2,08,759, of which Government paid 54·19 per cent or ·902 per cent on the total Revenues, including the cost of Supervision and Inspection. The Chief Commissioner cannot think that, considering the Revenues of the Province, the Government has been too generous, and he must again draw attention to the fact that without increased means of supervision there is little security that this money is properly spent. Doubtless it may seem that over 15 per cent is a large sum to spend on the machinery for supervising the employment of the Grants, but it must be remembered that it is nearly as expensive to well supervise a small department as to well supervise a comparatively large one, and that if the largeness of the per centage is considered objectionable this can be remedied by largely increasing the Grants-in-aid and the amount spent in Education proper generally, which can well be done without increasing the agency for inspecting more than is absolutely required for the existing Schools ~~and expenditure~~; for the present strength is inadequate for the due performance of the duty it is expected to perform. In truth, however, the per centage should be considered as about 8 and not 15, for the latter is calculated on the amount expended from the Imperial Revenues only, and the receipts from private sources should be taken into consideration as they, to a great extent, regulate the amount of the Grants and come under Government supervision.

Local Cess.

42. In addition to the Imperial Grants-in-aid there is a Local Fund set apart specially for Educational purposes, viz., 1 per cent on the Land Revenue. This Cess was first imposed in 1865, and since then the Fund has been allowed to accumulate almost untouched. The amount at credit on the 1st April 1868 was Rs. 67,947-4-9, and the receipts during the year amounted to Rs. 30,819-5-8. The expenditure reached only Rs. 4,290-10-3, of which no less than Rs. 2,798-2-3 was spent on Collection and Management, and Rs. 652-8 on Land-measuring

Schools, established in some Districts for the instruction in Land-measuring of those seeking employment as Tax Collectors. The Fund has thus, therefore, remained unemployed. The Government of India having decided that the main cost of primary Education must be met from this Fund, the Director has, during the current year, been preparing the necessary plans. Some of the various difficulties in the way may be alluded to briefly. Firstly, the prime want is School-masters, to train whom a Normal School is required. The Government of India have ruled that this Fund, as other Local Funds, must be spent in the places in which it is raised, and have fixed upon the "District" as the unit—that is that the money raised in a District must be spent in or for the immediate benefit of the inhabitants of the District in which it is raised. If a Normal School be established it will be necessary to place it in some central Town; but inasmuch as the Cess is not levied in any Town, none of the inhabitants of that Town could be taught in this School unless they undertook to teach afterwards in a Village School. This might be arranged, though such undertakings unaccompanied by any sanctions for the ~~head~~ breach of them are not generally of much use, but a further difficulty arises as to the proportion in which the cost of the Normal School should be debited to each District. Probably the easiest way would be to charge it in proportion to the amount of the Cess realized, and if the wants of each District were then supplied the arrangement would be the fairest attainable under the circumstances. Another difficulty is that the Fund has never yet been controlled by the Education Department, and, consequently, Rules have to be framed for this purpose which require much care and thought in drafting. The fact remains, however, that the money has never, it may be said, been utilized, that there is an annual income of Rs. 30,000, and a capital of Rs. 94,000 to commence with. Any scheme which is framed should not in the Chief Commissioner's opinion depend for current expenses on anything but the current Revenue, the capital being either invested, or used for buildings and other non-recurring charges.

Conclusion.

In conclusion, the thanks of the Chief Commissioner are due to Mr. Hordern for the manner in which he, under great difficulties, has carried out the work of his Department.

REPORT

ON

PUBLIC INSTRUCTION

IN

BRITISH BURMA,

1868-69.

I. General Report.

General Statistics.

The Statistics of the year show progress in the work of Education although there is a decrease in the number of Schools returned as under the supervision of the Education Department.

2. The returns show 178 Schools receiving aid from the State, with 5,514 pupils, and an average daily attendance of 4,854.

Last year a total of 212 Schools (including 31 Budhist Monasteries) was reported, with an average daily attendance of 5,365 pupils. There is therefore a net decrease of 35 Schools, and 511 pupils.

The decrease is in the Aided Village Schools, 20 of which have become independent of Government aid.

The remaining decrease is not fully accounted for, but is probably due to inaccuracy in the returns of last year, which must be attributed to the novelty of the department and to the absence of an adequate agency of inspection.

3. In addition to Schools receiving support from Government, a partial return has been obtained of Unaided Schools, showing 272 Schools with 4,401 pupils, and making the total ascertained number of Schools in the Province 450, with an attendance of 9,255 pupils, out of a population of 2,406,911.

This latter return, however, does not include the Monastic Schools which form the great majority of the indigenous primary Schools, and can hardly even be accepted as an approximate return of Schools of other kinds. In the present state of this department it has not been possible to obtain more accurate information.

The return is valuable as an indication that much is being done for Education in the Province independently of Government: it has no value as a Statistical record.

4. Of the 178 Schools supervised by the Education Department, 2 are English Schools of the Higher Class, 22 are Middle Class Anglo-Vernacular Schools, 140 are Lower Class or Primary Schools—including 31 Budhist Monasteries—7 are Normal or Training Schools—6 Female Schools—and one Gaol School.

Five only of the whole number are directly maintained by Government; the remainder receive aid under the Grant-in-aid Rules, excepting the Monastic Schools, which are indirectly aided by the supply of books and itinerant teachers.

Of the 272 Unaided Schools mentioned above, 149 are Mission Schools—all except two being primary Village Schools, and 122 are indigenous secular Village Schools.

5. The principal progress during the year has been in the Middle Class or Anglo-Vernacular Schools, indicating an increasing demand for English education.

The numbers attending the Government Schools of this class has increased, and seven additional schools are on the list of Aided Middle Class Schools.

6. The following Statement shows the number and distribution in each District of the Schools supervised by the Education Department and of the pupils attending them:—

DISTRICTS.		Number of Schools. Government.	Private. Missionary.	Private. Others.	Total.	Pupils attending. Government Schools.	Private Schools. Missionary.	Private Schools. Others.	Total.
1		2	3	4	5	6	7	8	9
Pegu, ...	Rangoon, ...	1*	48	20	69	15	1,581	149	1,745
	Bassein, ...	...	49	...	49	...	1,568	...	1,568
	Myan-oung, ...	...	22	...	22	...	349	...	349
	Prome, ...	1	5	...	6	63	153	...	216
	Toung-oo, ...	...	6	...	6	...	374	...	374
Tenasserim, ...	Maulmain, ...	1	5	14	20	220	564	148	932
	Tavoy, ...	...	...	1	1	...	...	45	45
	Mergui, ...	...	...	...	...	...	...	...	...
	Shwé-gyeen,	...	...	...	...	...	...	...	...
Arakan, ...	Akyab, ...	1	...	1	2	175	...	18	193
	Ramree, ...	1	...	1	2	97	...	...	97
	Sandoway, ...	...	...	1	1	...	...	25	25
	Total...	5	135	38	178	570	4,589	385	5,544

* Gaol School.

From this Statement it will be seen how large a proportion of the work is carried on by Missionary Societies—to how small an extent the initiative has been taken by Government, and how unequally the direct agency of Government has been distributed.

A marked contrast is exhibited in the extent to which education has penetrated in the several districts.

The districts of the Pegu Division show a far more satisfactory return than those of either the Arakan or Tenasserim Division.

Sandoway in the former, and in the latter Shwé-gyeen, Tavoy and Mergui, are lamentably behind other districts in the matter of education.

In the districts of Mergui and Shwé-gyeen nothing whatever is being expended by Government on education.

7. The Imperial Grant for Education, Science and Art for the year 1868-69 was Rs. 1,60,800 or £16,080, of which Rs. 1,13,133 or £11,313-6*s*. was actually expended.

Income and Expenditure.

The expenditure from private sources was Rs. 96,466, making the total expenditure of the department for the year Rs. 2,09,599.

The total expenditure in 1867-68 was Rs. 1,82,051. An increased expenditure of Rs. 27,548 is therefore shown for the year under review.

The following is a Summary of the Expenditure of the year:—

Charges.	Expenditure during 1868-69.		
	Imperial Funds	Local Funds.	Total.
1. Direction, ...	13,698	...	13,698
2. Inspection, ...	2,312*	...	2,312
3. Instruction (including all Educational Expenditure not coming under the above head,) ...	97,123	96,466	1,93,589
Total .	1,13,133	96,466	2,09,599

* Travelling Allowances of Director of Public Instruction.

Of the Local Funds entered in this Summary Rs. 840 was from the Educational Cess, Rs. 37,594 from Fees, &c., and Rs. 58,032 from private contributions, principally of Missionary Societies.

The distribution of Expenditure is shown in the Abstract below :—

Abstract of Distribution of Expenditure during the year 1868-69.

Source of Charge.	From Imperial Funds.	Expenditure. From Local Funds. Fees and Fines.	Other Local sources.	Total.	Total Expenditure from Imperial and Local Funds.	Per centage and Total Expenditure.
Direction, ...	13,698	..	...	...	13,698	6·53
Inspection, ...	2,312	...	...	...	2,312	1·10
Higher Class Schools.						
Government, ...	...	...	...	...	..	...
Aided,*	4,000	12,193	3,122	15,315	19,315	9·22
Middle Class Schools.						
Government, ...	17,371	4,650	..	4,650	22,021	10·31
Aided, ...	45,443	10,974	23,748	34,722	80,165	38·24
Lower Class Schools.						
Government, ...	..	...	...	...	...	...
Aided, ...	5,859	...	5,199	5,199	11,058	5·28
Normal Schools.						
Government, ...	...	...	...	...	...	...
Aided, ...	6,840	296	16,282	16,578	23,418	11·17
Female Schools.						
Government, ...	...	...	...	...	...	...
Aided, ...	10,660	9,481	10,521	20,002	30,662	14·63
Agri-Horticultural Society, ...	6,650	...	...	...	6,650	3·18
Literary Society, ...	300	...	...	...	300	·14
Total...	1,13,133	37,594	58,872	96,466	2,09,599	

In the Statement which follows a detailed comparison is drawn between the expenditure of the year under review and that of the previous year 1867-68 from both Imperial and Local Funds :—

Total Expenditure.

Source of Charge.	Imperial. 1867-68.	Imperial. 1868-69.	Imperial. Increase.	Imperial. Decrease.	Local. 1867-68.	Local. 1868-69.	Local. Increase.	Local. Decrease.
Direction and Inspection,	12,521	16,010	3,489	...	...	...	...	...
Higher Class Schools. Aided, ...	4,000	4,000	...	...	16,243	15,315	...	928
Middle Class Schools. Government, ...	16,207	17,371	1,164	...	4,509	4,650	141	...
Aided, ...	21,810	45,443	23,633	...	49,678	34,722	...	14,956
Lower Class Schools. Aided, ...	8,583	5,859	...	2,724	9,326	5,199	...	4,127
Normal Schools. Aided, ...	5,400	6,840	1,440	...	12,241	16,578	4,337	...
Female Schools. Aided, ...	5,800	10,660	4,860	...	15,733	20,002	4,269	...
Agri-Horticultural Society, ...	...	6,650	6,650	...	...	...	...	...
Literary Society, ...	...	300	300	...	...	...	...	...
Total...	74,321	1,13,133	41,536	2,724	1,07,730	96,466	8,747	20,011
		Deduct Increase...	2,724			Deduct Increase ..		8,747
Net Increase of Imperial Expenditure ..			38,812		Net Decrease of Local Expenditure .			11,264

It will be observed that while the Imperial expenditure has increased, a decrease is shown in the expenditure from private sources.

This apparent anomaly, however, is I think satisfactorily accounted for.

The above Statement includes large extraordinary charges for School buildings and other purposes which materially affect the balance of expenditure.

The Imperial and Local expenditure on these accounts do not balance each other in any one year, because under present arrangements Building Grants are paid either before or after the equivalent has been expended.

Thus in the case of the S. P. G. Schools at Rangoon, the Grants were sanctioned and paid in 1868-69, but the equiva-

lent Local expenditure will appear in the Returns for 1869-70, as the buildings are only now in course of construction.

Deducting charges of this nature the following result appears, which is not unsatisfactory, as showing that the Local expenditure on Instruction has in reality increased nearly in proportion to the Imperial expenditure :—

	IMPERIAL.		LOCAL.	
	1867-68.	1868-69.	1867-68.	1868-69.
Total Expenditure...	74,321	1,13,133	1,07,730	96,664
Deduct for Buildings, &c. ...	10,000	40,000	18,000	...
Expenditure on Instruction (including Direction, &c.) ...	64,321	73,133	89,730	96,664
		64,321		89,730
Increase in 1868-69, ...		8,812	Increase in 1868-69,	6,934
		6,934		
Excess of Imperial over Local Expenditure in 1868-69, ...		1,878		

The subjoined Table shows a satisfactory increase in the receipts from School Fees, Fines, &c. in Higher and Middle Class Schools, and illustrates the increasing popularity of English education :—

Receipts from School Fees, &c , in Higher and Middle Class Schools.

	1867-68.	1868-69.	Increase.	Decrease.
Higher Class Schools, ...	11,890	12,193	303	...
Middle Class Schools, (Government,) ..	3,859	4,650	791	...
Middle Class Schools, (Aided,) ...	8,862	10,974	2,112	...
Total...	24,611	27,817	3,206	...

The savings of the year which amount to Rs. 47,667 were effected under the following heads :—

SAVINGS IN 1868-69.

	Rs.
Proposed Medical College, ...	25,000
Government Schools, ...	639
Grants-in-aid, ...	5,297
Village Schools, ...	7,297
Travelling Allowances, ...	688
Publication of Burmese Books, ...	3,000
By School Fees in Government Schools, ...	4,650
Contingent Allowances, ...	450
Miscellaneous, ...	646
Total Rs....	47,667

The revenue of British Burma for 1868-69 was Rs. 1,25,37,743, and the Imperial expenditure on Education, Science and Art was, as shown above Rs. 1,13,133 or ·902 per cent on the total revenue.

In some Provinces of India it has not been thought unreasonable to ask for 2 per cent on the revenue as an Imperial contribution towards the education of the people.

I cannot think therefore that the very moderate proposals recently submitted by this department were so extravagant as they seem to have appeared to the Financial Department.

The Local Cess.

8. In reviewing the Report of this Department for 1867-68, the Government of India intimated that a detailed account of the receipts and expenditure of this Fund and of the Departmental Rules for its administration, would be looked for in the present Report.

The 5 per cent Land Cess has been levied since the year 1865.

Of the proceeds of the Cess one-fifth is allotted to Education, and the income of the Department from this source averages Rupees 30,000 per annum.

The funds hence derived have hitherto with trifling exceptions remained untouched; they have been allowed to accumulate again during the past year pending a reference to the Supreme Government upon the subject of Vernacular Education for the promotion of which they are specially set apart.

The following detailed Statement of the receipts and expenditure of the Fund has been furnished by the Accountant General :—

Receipts and Expenditure on Account of the Education portion of the 5 per cent Cess in 1868-69.

Districts.		Receipts. Balance on 1st April 1868.	Receipts. Collected in 1868-69.	Receipts. Total.	Expenditure. Collection and Management of the Fund.	Expenditure. Grants-in-aid.	Expenditure. Land Measuring Schools.	Expenditure. Total.	Expenditure. Balance on 1st April 1869.	Remarks.
Pegu, ...	Rangoon, ...	15,577 13 ...	9,164 ... 1	24,741 13 1	514 9 8	... ...	... ...	514 9 8	24,227 3 5	
	Bassein, ...	10,231 1 6	4,345 1 6	14,576 3 ...	386 14 8	... ...	... ...	386 14 8	14,189 4 4	
	Prome, ...	2,735 7 1	3,440 8 8	6,175 15 9	382 3 10	... ...	112 8 ...	494 11 10	5,681 3 11	
	Myan-oung, ..	5,335 11 8	2,663 0 3	7,998 11 11	221 1 11	360	540	1,121 1 11	6,877 10 ...	
	Toung-oo, ...	304 ... 9	418 2 8	722 3 5	60 ... 10	.. ..	... ...	60 ... 10	662 2 7	
Tenasserim, ...	Maulmain, ...	6,858 13 6	2,382 6 4	9,241 3 10	199 11 11	.. ..	... ...	199 11 11	9,041 7 11	
	Mergui, ...	1,512 15 7	687 3 10	2,200 3 5	102 ... 11	... ...	... ...	102 ... 11	2,098 2 6	
	Tavoy, ...	2,404 11 8	899 2 3	3,303 13 11	127 4 5	300	... ...	427 4 5	2,876 9 6	
	Shwé-gyeen, ..	2,989 10 8	1,089 9 4	4,079 4 ...	59 12 ...	... ...	... ...	59 12 ...	4,019 8 ...	
Arakan, ...	Akyab, ...	15,551 8 6	4,065 14 2	19,617 6 8	515 7 ...	... ...	... ...	515 7 ...	19,101 15 8	
	Ramree, ...	3,220 4 2	1,162 11 8	4,382 15 10	147 12 10	180	... ...	327 12 10	4,055 3 ...	
	Sandoway, ...	1,225 2 8	501 8 11	1,726 11 7	81 2 3	... ...	... ...	81 2 3	1,645 9 4	
	Total...	67,947 4 9	30,819 5 8	98,766 10 5	2,798 2 3	840	652 8 ...	4,290 10 3	94,476 ... 2	

It will be seen that of the amount collected during the year Rupees 30,819-5-8, the only sums expended on Education were Rupees 840 for Grants-in-aid of 3 Schools, and Rupees 2,798-2-3 for Collection and Management of the Fund.

9. Regarding Departmental control over the Fund, it was suggested by the Government of India that the rules obtaining in Oudh for the Administration of the Educational Cess should be taken into consideration, and a detailed account of the manner in which the Cess is administered in that Province was obtained through the courtesy of Mr. Handford, the Director of Public Instruction.

These rules will be fully considered in framing the general plan of Vernacular Education, which awaits the final decision of the Supreme Government.

No Departmental rules have hitherto been laid down for the Administration of the Cess Fund, which has been controlled and audited only in the Office of the Accountant General.

10. The "Land Measuring Schools" entered in the above return are not under the control of this Department but the District Officers, and the reports of their operation are made to the Commissioner of Pegu.

They are established in the Districts of Prome and Myan-oung for the instruction of "Thoogyees" (or Revenue Officers in charge of Circles) whose duty it is to measure the lands of cultivators, for the purpose of assessment.

The question of transferring these Schools to the management of the Education Department was referred to the Chief Commissioner, who was pleased to order that they should remain under District Officers as hitherto and under the rules now in force.

Controlling Agency.

11. The inadequate agency for the supervision of the Department has remained during the past year its principal weakness.

The whole work of supervision, inspection and correspondence has again devolved upon this Office, a phenomenon which the last summary of Indian Educational Statistics shows to be unique.

One necessary step in advance was taken at the beginning of the year in the Establishment of an Office for the Director of Public Instruction, but the confusion consequent on its absence during the past two years has been a serious obstacle to its working at first.

12. It would appear from the records that when first a Director of Public Instruction was appointed to this Province, the formation at once of an organized Education Department was not contemplated: hence while it has been found necessary to transfer all educational affairs to this Office, no provision has hitherto been made to place the Department on a footing similar to that of Educational Departments in all other Provinces of India; and hence in Mr. Howell's Note on Education in India for 1866-67 the very meagre appearance of British Burma in the Statistical Returns. But when once a special department has been recognized it seems only fair to those to whom its administration is entrusted that it should be organized completely.

Inspection is essential to the very life of Schools in a country like this, and the necessity of fully providing for it is a point which I wish to urge as strongly as I am able. To be entrusted with the organization of a new department without adequate machinery wherewith to work is like being set to clear a forest with no other implements than may have been provided by nature.

13. As an instance of the absence of organization hitherto and the need of increased agency, it may be sufficient to notice that until recently no control whatever was exercised by the department over its own expenditure which was entirely in the hands of Treasury Officers; and that the first introduction of such control has not been made without serious remonstrance from one of the principal Superintendents of Aided Schools.

Bills for Grants-in-aid are now checked in this Department, but the check will not be thoroughly efficient until the necessity for submitting all Bills in the first instance to this Office is done away by an increase in the supervising agency.

14. Of the twelve districts into which the Province is divided I have visited seven during the year, viz. Akyab and

Ramree in Arakan; Rangoon, Bassein, Myan-oung and Prome in Pegu; and Maulmain in the Tenasserim Division.

The remaining five districts it has not been possible for me to visit, and even in those in which I have travelled I have been able to visit as a general rule only the principal stations.

The Aided Village Schools have necessarily as heretofore been entirely without inspection, excepting in a few instances where it has been possible for me to visit them in travelling from station to station.

The need of Inspectors and of a staff of Deputy Inspectors is the most urgent want of the Department.

Proposed scheme for improvement of the Department.

15. A general plan for the organization of the Department and for its operation as regards higher and middle class Education has been submitted for the approval of Government, including the establishment of an adequate Agency of Inspection; the classification of Higher and Middle Class Schools, the establishment of District Middle Class Schools in important places, of a Training School at Rangoon for Village School Masters, and the foundation of a series of Scholarships.

The orders of Government upon the plan were not received at the close of the year. The Budget provision for the year however has been so greatly reduced in the Financial Department that it is to be feared that even the moderate development proposed must be negatived for another year.

The Estimate submitted in November last from this Department exceeded that sanctioned by Government for the year under review by only Rupees 9,867; but not only has this insignificant increase been disallowed by the Financial Department, but the total estimate of this Department has been reduced to the extent of Rupees 55,367.

If the Budget provision is to be annually reduced the operations of the Department can only be contracted in proportion. But considering the revenue of the Province, the demand for Education and the representations of the Local Authorities, it does appear strange that some little more li-

berality should not be shown to a Department in its infancy and which has yet to receive even its necessary organization.

Grant-in-aid Rules.

16. The Grant-in-aid system has operated successfully during the year, eight additional Schools having received aid under the Rules.

The Grant-in-aid Rules, of which a copy will be found in Appendix B. of this Report, are in some respects little adapted to the circumstances of the Province. I have been desired by the Chief Commissioner to remodel them, and hope shortly to submit a revised Code of Rules for the sanction of Government. The present rules are in some points too stringent to be applicable to small Village Schools, while they allow unnecessary latitude to Schools of a higher class, and afford no adequate security for the fulfilment of the main condition on which Grants are made, viz. an equivalent expenditure from private sources.

A Circular (which is given in the Appendix) was issued on the subject to Superintendents of Aided Schools, and I am glad to report that in many cases great efforts have been made to render the records of the Schools as complete as possible, and the Annual Returns have been compiled with greater accuracy and completeness than last year.

Rules for Building Grants.

17. Some difficulty has been experienced owing to the absence of clearly defined Rules under which Grants are sanctioned by Government for School Buildings. A form of Bond to be signed by the recipients of such Grants securing to Government the right of pre-emption was drawn up by the Government Advocate, in accordance with the orders of the Government of India in the Home Department, No. 5556-65 dated 13th October 1866; but the Grant-in-aid Rules contain no definite instructions as to the conditions to be required in this Department and the course to be taken by the Grantees.

18. As regards contributions by the people for Educational purposes the Karens have hitherto shown themselves generally more liberal than the Burmese, but it must be borne in mind that where the Burmese have come forward it has been with the desire for good secular education, while

the subscriptions of the Karen Christians must be regarded as in great measure a religious contribution, and if the sums expended on similar objects by the Burmese were reckoned, the liberality of the Karens would fall into comparative insignificance.

Classification of Schools.

19. In the review of the Report for last year it was pointed out by the Government of India that no classification of Schools could be at all accurate or valuable until defined standards of examination applicable to each class of Schools were introduced, and reference was recommended to the Education Department in Bombay for guidance on this point. The Director of Public Instruction in Bombay has favored me with a detailed account of the manner in which Schools are classified in that Presidency and of the standards by which they are tested; but the introduction of such standards into this Province must depend upon the establishment of a further Agency of Inspection.

With the existing Agency the introduction of defined standards of examination for each class of School is hardly possible.

The effect would be to diminish the amount of inspection which is now given and the necessarily limited nature of which is the principal drawback to the working of the Department.

It is to be hoped however that additional agency will shortly be sanctioned, when a more strict classification will be possible. For the present the classification cannot but be more or less arbitrary.

20. The Schools have been ranked, according to the instructions of the Government of India, as Higher, Middle and Lower Class Schools, according to the education imparted, with a sub-division, where it is called for, into Government and Aided Schools.

Higher Class Schools.

21. The following is a Comparative Statement of the attendance and expenditure in Schools of the Higher Class :—

Comparative Return of Aided Schools of the Higher Class.

Number of Institutions.		Number on the rolls at the close of the year.		Average daily attendance.		Total Expenditure.	
1867-68.	1868-69.	1867-68.	1868-69.	1867-68.	1868-69.	1867-68.	1868-69.
						Rs.	Rs.
2	2	202	195	176	173	20,243	19,315

22. By Schools of the Higher Class is intended those which teach up to the Entrance Standard of the University of Calcutta.

There are no Government Schools as yet of the Higher Class. It has been proposed, in the general plan above mentioned, to raise two of the existing Middle Class Government Schools to this rank. The two Aided Schools entered above are the Diocesan School at Rangoon and the Town School at Maulmain, both of which are for Europeans and Eurasians.

In the Report for 1867-68 they were included in the Middle Class Schools, but they are both teaching up to a higher standard and it is hoped will send Candidates to the Entrance Examination if the Syndicate of the University of Calcutta receives favorably an application which has been made for the inclusion of Rangoon in the list of places where annual examinations are held.

23. The Town School Maulmain maintains it character as the leading School of the Province, and the Diocesan School exhibits considerable improvement.

24. The average cost of the education of each pupil is Rs. 100-4-10, of which Rs. 20-14-5 is paid by Government.

25. By Schools of the Middle Class is intended Anglo-Vernacular Schools teaching up to a standard below that of the University Entrance.

Middle Class Schools.

The standard of the Schools in this Class however varies at present from one which is little below that of Higher Class Schools to one which is little above that of Primary or Lower Class Schools.

The Schools in this Class supply an Education fitting Students for Clerkships and other similar appointments under Government or in Mercantile houses, and are highly popular as affording a preparation for such employment. The mainspring of the eagerness for English instruction which is daily increasing throughout the country I take to be the ambition to enter the service of Government, and the aim of all our students in Anglo-Vernacular Schools is a good clerk's education, that is the acquirement of good writing, good arithmetic and fair reading. This they do acquire, but beyond this neither pupils nor teachers appear as yet to aspire, and I believe that it would be no great exaggeration to say that of the hundreds of youths so educated very few would be able to draft an ordinary letter in idiomatic or even Grammatical English.

26. The two great obstacles against which we have to contend are irregularity of attendance and the haste of parents, guardians, or the pupils themselves to make capital out of the education acquired.

Burmese boys naturally independent and high-spirited, are as fond of idleness as others, and no influence either of parents or masters is sufficient to ensure regularity at School. It was with a view of creating some emulation among the several Schools that the proposal for the foundation of Scholarships, which is alluded to above, was made.

For the other evil it will not be easy to devise a remedy: nothing will induce parents to continue to bear the expense of keeping their children at School after they are able to contribute in however small a degree to the support of the family, short of an experience that it is ultimately more to their own and to the children's interest to do so, than to take them away at an age when their education is hardly begun, for the sake of the paltry earnings to be immediately realized.

GOVERNMENT SCHOOLS.

27. Of the 22 Middle Class Schools four are directly maintained by Government at the stations of Akyab, Kyouk-Phyoo, Maulmain and Prome.

The Statement which follows shows in detail the progress made in the four Schools:—

Comparative Return of Government Schools of the Middle Class.

Government Schools.	No. on rolls at the close of the year.		Average daily attendance.		Fees collected.		Total Expenditure.		Expenditure from Imperial Funds.		Cost of each Pupils Education. Total Cost.		Cost of each Pupils Education. Cost to Government.	
	1867-68.	1868-69.	1867-68.	1868-69.	1867-68.	1868-69.	1867-68.	1868-69.	1867-68.	1868-69.	1867-68.	1868-69.	1867-68.	1868-69.
Akyab, ..	175	175	143	141	1,659	1,760	6,276	7,745	4,618	5,985	35 13 9	44 4 1	26 6 1	40 12 0
Kyouk-Phyoo, ...	112	97	92	76	318	297	3,747	3,408	3,090	3,111	35 4 2	34 2 7	29 1 0	31 3 0
Maulmain, ..	167	220	130	151	1,718	2,037	5,413	5,582	3,694	3,545	34 11 1	29 13 6	23 10 10	18 15 5
Prome, ...	58	63	48	43	474	556	5,280	5,286	4,805	4,730	101 8 7	96 1 8	96 6 7	86 0 0
Total...	512	555	413	411	4,169	4,650	20,716	22,021	16,207	17,371	51 13 5	51 1 5	42 12 0	44 3 7

The Statement shows an increase in the total number of students and in the receipts from fees.

It is not satisfactory however to notice that while the number of students has increased the average attendance has slightly decreased.

At Kyouk-Phyoo the decrease is ascribed to unusual prevalence of sickness. The state of the Prome School has not been satisfactory, and the decreased attendance in spite of an increase in the number on the rolls, is not fully accounted for.

28. The total expenditnre on these Schools is greater than last year, partly on account of an addition of two Masters to the Maulmain Establishment, but mainly on account of the expenses entailed on the Akyab School in consequence of the destruction of the School house.

29. The Schools are now directly under the control of this Office. Local Committees of Management have for some time existed nominally, but no rules exist for their formation or guidance, and they have exercised no control over the Schools. In future I think it may be advisable to form properly constituted Local Committees at least for Higher Class Schools, leaving those of the Middle and Lower Class under the Inspecting Officers.

The Schools which it is proposed to raise to the rank of High Schools are those of Akyab and Maulmain.

30. The Maulmain School has increased largely in number and shown good progress under Mr. Thompson, who was appointed Head Master last year.

The Kyouk-Phyoo School under Mr. Margenant is at present the second in point of efficiency.

The Akyab School remains stationary as to attendance, the number on the rolls being as great as the establishment can entertain. The results of examination have not been wholly satisfactory.

The Prome School has shown no improvement and a recommendation for a reduction in the establishment has been submitted to Government. A change of management will also be shortly effected and it is hoped will produce better

results. The small success of the School hitherto is a matter of regret, but is not considered to be beyond remedy.

AIDED SCHOOLS.

31. The Comparative Statement given below indicates the progress in the Private Schools of the Middle Class aided by Government :—

Comparative Return of Aided Schools of the Middle Class.

Number of Institutions.		Number on the rolls at the close of the year.		Average daily attendance.		Total Expenditure.	
1867-68.	1868-69.	1867-68.	1868-69.	1867-68.	1868-69.	1867-68.	1868-69.
11*	18	1,157	1,325	933	1,052	† 71,428	80,165

32. Of the seven additional Schools entered in the Return for 1868-69 four are branches of the Rangoon Boys' School under the Society for the Propagation of the Gospel in Foreign Parts, and have been established, three on the Irrawaddy, and one in a crowded suburb of Rangoon, by the Rev. J. E. Marks, of the S. P. G. Mission, to whose individual energy they owe their existence, the Schools not being indebted to the Society in any way for financial support.

With one exception these Schools are progressing very fairly, but they are one and all retarded by the absence of systematic inspection. The people have come forward liberally to help in their establishment, and the aid of Government has also been freely given; but without provision for frequent and regular supervision they cannot but languish and will never attain the success to which they might reasonably aspire.

33. The remaining three are Schools established by private subscriptions of the people at Ramree, Sandoway and Tavoy.

The two latter stations are head quarters of districts where I think the Government would do well to second the

* Excluding the two Higher Class Schools, the Gaol School, and one Lower Class School entered last year in the Return of Middle Class Schools.

† Including Rupees 28,000 Building Grant.

efforts of the people more directly than at present, by opening good Middle Class Schools. The people are determined to have English instruction which they find necessary to success in life: they are not able however to keep up really suitable establishments and are obliged to content themselves with something on a smaller scale and with the limited aid from Government which they can obtain under the Grant-in-aid Rules.

34. Among the Aided Schools of the Middle Class the highest standard is attained by St. Paul's School at Rangoon under the Christian Brothers, which is in a flourishing condition and reflects credit on the Teachers and on the management of the Right Reverend Superintendent Bishop Bigandet.

The Boys Schools of the Society for the Propagation of the Gospel in Foreign Parts at Rangoon and Maulmain rank next and maintain their strength and efficiency.

35. The average cost of each pupil's education in Schools of this class is Rupees 38-14-4 against Rupees 53 in 1867-68—and the cost to Government Rupees 11-3-9 against Rupees 13 last year.

Lower Class Schools.

36. By Schools of the Lower Class is intended those in which an elementary or primary education is given through the medium of a vernacular language.

There are no Government Schools in this class in the Province; there is a small Primary School for teaching English in the Rangoon Central Gaol, which is treated of under the head of Gaol Schools.

37. The following Table gives Comparative Statistics of the Aided Schools of this class:—

Comparative Return of Aided Schools of the Lower Class.

Number of Institutions.		Number on the rolls at the close of the year.		Average daily attendance.		Total Expenditure.	
1867-68.	1868-69.	1867-68.	1868-69.	1867-68.	1868-69.	1867-68.	1868-69.
181	140	3,258	2,548	...	...	16,469	11,058

The decrease in the number of these Schools has been explained above (para 2.)

Of the 140 Schools entered in this Statement, 31 are indigenous Monastic Schools, and 109 are Village Schools under Missionary superintendence.

The reports of the latter are generally satisfactory and the returns have been compiled with greater accuracy than heretofore, but the information regarding these Schools cannot be accurate nor can the Schools be expected to produce their legitimate results in the absence of all inspection. It mnst also be remembered that they are with few exceptions confined to the Karen race and are not affecting the mass of the population.

Monastic Schools.

38. The whole question of vernacular primary education for the Burmese has been under earnest consideration during the year.

In consequence of an unfavorable report upon the plan, which was described last year of making the indigenous Monastic Schools the foundation of a general system of vernacular education, no attempt was made to extend the plan, and the subject was referred for the consideration of the Government of India.

39. It has been thought that in the Report of this Department for 1867-68 this plan was not fully and fairly stated.

In Appendix B. of the present Report will be found Sir A. Phayre's original memorandum on the subject, and extracts from correspondence with the Government of India regarding the plan.

From these extracts it will be seen that the late Chief Commissioner had in contemplation a very comprehensive plan for the diffusion of sound education through the Province and not only for education in the vernacular. The extracts and memorandum will also explain fully what were the views and wishes of the same eminent administrator regarding the Monastic Schools, so far as can be gathered from the records at hand.

40. In the last Annual Report of the Department it was contended that primary vernacular education would be

best promoted by the encouragement of the indigenous Vernacular Schools which exist independently of the Budhist Monasteries, and by the establishment in suitable places of Government Vernacular Schools of a similar character; leaving to the Monastic Schools their primary function of religious instruction.

It was thought that some plan of a less vague and more practical nature than that referred to, some machinery more capable of being brought under systematic control than that of the time-honored religious schools, would be a more effective if a slighter and less-widely recognized instrument with which to set to work.

The Chief Commissioner however supported the views of Sir Arthur Phayre, suggesting the inclusion in the plan of indigenous Mixed Schools with a special view to female education.

The Government of India has ruled that the plan is to receive a further trial, and that the various indigenous schools independent of the Monasteries shall be included in it, so that when the two classes of schools are working side by side their relative merits may be fairly tested, and a scheme for the organization of the plan will be shortly submitted for the approval of Government.

The question is of course one of probabilities and can only be solved by the lapse of years.

Perhaps no better way of testing the merits of the existing machinery could have been adopted than that approved by the Government of India, although I should have been glad to have seen the experiment of Government Vernacular Schools made a part of the plan.

41. During the past year the plan has necessarily continued, pending the decision of Government, in the same not very hopeful state in which it passed into my hands.

The Circuit Teachers have been stationed as before, two in Rangoon and two in Maulmain, but they have been necessarily under little control, beyond the unfortunately limited supervision which it has been in my power to give.

The number of Monasteries visited is the same as last year, 31; the number of students has fallen from 91 to 82.

42. On a recent visit to the Rangoon Monasteries it did not appear to me that any very tangible results were being produced or that any great progress had been made since last year, so far as I am at present competent to judge of studies in the vernacular; and, ready as I am to second the views of the Government upon the subject, from my present experience I am bound to say that I have little hope of such results being ultimately attainable. Under efficient supervision, however, there will undoubtedly be a better chance of success, a success which, if it comes, I need hardly say will be welcomed by none more heartily than by me.

My present impression is that though books may be sown broadcast through the Monasteries and under the supervision of trained teachers a good general effect may be thus produced, the introduction of methodical and systematic teaching into the Monasteries is a task in undertaking which any man acquainted with them, however endowed with tact and judgment, might be pardoned for not feeling sanguine of success.

43. At the same time it must be admitted that if, in however general a way, Western science can be introduced without opposition; and its superiority over the Monastic teaching of ages be generally acknowledged, in the very homes and seminaries of that teaching—a teaching interwoven, be it remembered, with the doctrines of religion—the plan will have produced an effect sufficiently striking, so striking indeed that the anticipation of such an effect may well appear, on the face of it, to have sprung either from a too rash generalization or from an over sanguine mind. It is confessed that the idea is a grand and attractive one, but it is the very attractiveness of the idea which to me seems the misleading feature of the plan.

It may be thought then that a general effect of this kind is all that it is desirable that we should aim at. The strict method and system of the West may be considered less adapted to a Turanian than to an Aryan people: nevertheless in the absence of such essential parts according to modern notions of School education to look for very solid and practical results would be I think unreasonable.

44. It is not for me however in this place to re-enter at large upon the subject, which, so far as this Department is concerned, has been definitively settled by the Supreme Government.

Every endeavour will now be made to ensure success to the plan approved by the Government; and it is to be understood that, while my own views of the subject have been clearly enunciated, those views are held wholly without prejudice, and that in bowing to the decision of higher authority this Department accepts that decision fully and frankly, with the firm determination to carry out the views of Government to the full extent of its power; nor—though it will be an easy thing hereafter to attribute failure rather to an agent supposed to be unwilling than to a defect in the plan itself—will any want of success be due to lack of individual effort or interest on my part.

45. The books distributed in the Monasteries of Rangoon and Maulmain during the year were as follows:—

Books Distributed.	Rangoon.	Maulmain.	Total.
Arithmetic in Burmese, ...	72	20	92
Geography in English and Burmese, ...	19	...	19
Treatise on Land Measuring in Burmese, ...	40	20	60
Total .	131	40	171

From these figures it would seem that of the studies at present introduced Arithmetic is the most popular, and Geography the least popular, and this I believe is the truth. It is possible however that if presented in a simpler and more attractive form than at present the study of Geography may come to be more appreciated, if religious difficulties can be put aside. The book now distributed is a somewhat cumbrous work full of extraneous matter and without maps: an effort is being made to improve upon it and to obtain a series of maps in Burmese.

46. In the last Annual Report it was stated, perhaps too strongly, that this work on Geography was universally refused in the Monasteries.

This was not intended to mean that the book was never accepted by the Monks, who as it was elsewhere stated, in the majority of cases gladly receive our books, but that it has been accepted rather as one of the set and out of curiosity and has not been made use of as a School-book, whereas the other two books have been so used and appreciated, to a limited extent.

47. The average cost of Education in Lower Class Schools is Rupees 5-2-5 for each pupil. Towards this the sum of Rupees 2-11-3 is contributed by the State. In 1867-68 the total cost was shown as Rupees 5-8 and the cost to Government Rupees 2, but the statistics of last year were so incomplete that the comparison is not of much value.

Normal Schools.

48. The Statement following shows the number and progress of the Normal Schools for Karens aided by Government:—

Comparative Return of Aided Normal Schools.

Number of Institutions.		Number on the rolls at the close of the year.		Average daily attendance.		Total Expenditure.	
1867-68.	1868-69.	1867-68.	1868-69.	1867-68.	1868-69.	1867-68.	1868-69.
7	7	398	400	289	296	17,641	23,418

There is at present no Government Schools of this class, nor is there any Training School at all either Government or Aided for the supply of Teachers to Burmese Schools. This primary want of the Department it is hoped will shortly be supplied by the establishment of a Government Training School at Rangoon. The Schools entered in the Table above are successful in furnishing Teachers to the Missionary Village Schools for Karens.

The apparently large increase of expenditure on these Schools is accounted for by the fact that in the return for 1867-68 the expenditure of two of the Scheols (which amounts for the year under review to Rupees 5,839) is not included, the Schools having furnished no returns.

49. Among these Schools the highest standard is attained in the Sgau Karen Normal and Industrial Institute

at Bassein, which has an English Department and is very efficiently conducted.

50. The total cost of each pupil's education in this class of School is Rupees 75-11-11, and the cost to Government Rupees 24-12-6. Last year the total cost was shown to be Rupees 63 and the cost to Government Rupees 40, but here again the comparison is not sound on account of the incompleteness of the returns for 1867-68.

Female Schools.

51. The progress of Female Education has not been very marked during the year, but a promising beginning has been made in several quarters, and the five Aided Schools reported last year have continued in successful operation.

From the Comparative Statement here given it will be seen that the attendance has considerably increased :—

Comparative Return of Aided Female Schools.

Number of Institutions.		Number on the rolls at the close of the year.		Average daily attendance.		Total Expenditure.	
1867-68.	1868-69.	1867-68.	1868-69.	1867-68.	1868-69.	1867-68.	1868-69.
5	6	408	439	298	347	21,533	* 30,362

The cost of Education is Rupees 56-15-10 per pupil against Rupees 83 last year, and the cost to Goverument Rupees 19-8-7 against Rupees 25-8 in 1867-68.

52. English Schools for Burmese girls were opened during the year at Akyab and Kyouk-Phyoo, the former under the Grant-in-aid Rules and the latter by private subscriptions in connection with the Government Boys School.

Both however have been closed : the Akyab School temporarily, until an efficient Mistress can be procured—that at Kyouk-Phyoo from want of accommodation.

53. At Maulmain two private Schools for girls have been opened and have been very successful, one under the American Baptist Mission, as a branch of the Morton Lane School, and the other under the Roman Catholic Mission. I have inspected both of these Schools and was much pleas-

* Including Rupees 5,000 Building Grant.

ed with them. They are purely Vernacular Schools in which a good primary education is given consisting of instruction in Reading, Writing, Arithmetic, Geography and Needle-work.

54. This is a class of School calculated to be of great benefit to the people, and it is satisfactory to find that such Schools are popular, even when professedly of a Missionary character.

When the general plan for the extension of Vernacular Education is brought into operation it is hoped that an impulse will be given to many schools of this class. The main object in view should be not to give a superficial knowledge of English, which as it seems to me would merely gratify and increase vanity, and be productive of almost unmixed evil, but to fit the female portion of the rising generation by a good and systematic education in the vernacular for their position as the wives and mothers of the people, and gradually to enlist the powerful engine of their influence on the side of civilization and enlightenment.

For the higher classes of the population something more than a vernacular education must necessarily be aimed at, but unless the instruction is thorough and at least equivalent to the standard of a good Middle Class Boys School, I am inclined to think that the teaching of English in Schools for Burmese girls is better unattempted.

55. From what I have seen of Girls Schools in the Province it is evident that Burmese girls are quite as much attracted by the fascination of "accomplishments" as girls in other countries. For instance as regards needle-work they seem universally to prefer learning fancy work to plain sewing, and I have usually suggested that proficiency in the latter should be made the condition upon which they are taught fancy work. Whilst endeavouring to make Girls Schools as attractive as possible, especially in the early stage of their development, I should wish to insist on the instruction being practical as well as thorough.

Education in Gaols.

56. The subject of Gaol education has been under consideration in this Department and in that of the Inspector General of Prisons.

In reviewing the Annual Report for last year the Chief Commissioner suggested the formation of a uniform plan of instruction for the Gaols of the Province, and an outline of such a plan was submitted to the Inspector General of Prisons from this Department, based on instructions from the Government of India to the effect that inasmuch as prisoners are sent to Gaol primarily to be punished, the education given should be of quite an elementary character, so as to ensure that a long term prisoner should not forget in Gaol such elementary education as he may have had when sentenced.

57. The Officiating Inspector General still awaits information from the various Gaols of his Department before making definite recommendations he has however favored me with his general views upon the subject.

He considers that attendance at School ought to be an indulgence and therefore to be granted only to a very limited number of prisoners. He also points out the fact that in no country in the World is so large a proportion of the Gaol population possessed already of an elementary education as in Burma.

In commenting on the means suggested for a supply of Teachers for Gaol Schools Dr. Donnelly indicates a possible future source of supply which, economical as it would undoubtedly be, I hope will long be a barren one. He anticipates that as this Department receives further development and as trained teachers multiply in the Province, those teachers will, like other men, find their way into our Gaols, and that they will furnish the most suitable masters for our Gaol Schools. If a system of Gaol Education for the Province is to await the time when this anticipation will be realized, I can only trust that its inauguration will be left to my successors.

58. The class (it is hardly to be called a School,) in the Rangoon Central Gaol is satisfactorily fulfilling its object, which is to supply compositors for the Gaol Printing Press—and it is estimated that the value of the labour of the students will far out-balance the expenditure on the School, which is only Rupees 30 per mensem.

In the Bassein Gaol some instruction in the vernacular is given to a large number of prisoners, but it is given on anything but a regular system.

I have not received returns from any but the Rangoon Gaol.

59. It has been noticed above that in the present state of the Department it is not possible to obtain accurate statistics of Schools in no way supported by Government, but the difficulty of acquiring full information regarding purely private institutions must always be great, and so long as private Schools form the majority, the futility of attempting a really exhaustive review of the state of education is apparent.

Unaided Schools.

A report can only be very general excepting where the agency of Government is employed. For a knowledge of the working of private institutions we are of course dependent entirely on the favour of individuals; and I am glad to have this opportunity of acknowledging the uniform courtesy with the gentlemen in charge of private Schools to whom I have applied for information have responded to my enquiries.

60. The principal private institutions of which information has been received are the Karen Theological Seminary at Rangoon under the Reverend Dr. Binney of the American Mission, which is for the training of teachers and preaches for the Karen Christian villages and which numbers more than a hundred students. An Anglo-Vernacular Norman School at Rangoon under the Reverend Mr. Luther of the same Mission, called the Pegu High School, and numbering 67 pupils, which is also for the training of the Village School teachers and Native Christian pastors: and an Anglo-Vernacular School in the town of Rangoon, which has been opened during the year under review by Mr. Shwe Too Sandys, a Burman Christian educated in England, and which has already been very successful, the present number of pupils being 157.

Judging from the success of this latter and of so many similar Schools, there would really seem to be no limit to the eagerness for English instruction, at least in the principal centres of the Province.

The education sought however is generally not more than of the Middle Class standard described in a former paragraph. It is to be hoped that the day will come when a College education will be within the reach of the youth of the Province: for the present we have not even attained, among the Natives, to the standard of High School education.

61. Of the Unaided Village Schools under Missionary Societies it need only be remarked that while they are producing a good effect among the Karens they are many of them languishing for want of support. The aid of Government is I think well given to schools of this class, and in some districts or portions of districts where the Karen race predominates such schools properly supervised will be all that is required; but I have been unwilling in the absence of adequate supervising power, to recommend at present a great extension of the aid already given.

62. The indigenous Village Schools existing apart from the Monasteries were described in last year's report. They generally contain girls as well as boys, having this great advantage over the Monastic Schools—and in offering encouragement to these schools efforts will be made to afford special inducements to the attendance of girls, who have no access to the Monasteries.

63. In a future report it may be possible to show statistics of the Monastic Schools, but any thing like a complete return it will be exceedingly dificult to obtain without special agency. The return of the schools last mentioned has been furnished through the assistance of the District Officers.

Those Officers however have already quite enough work on their hands, and it is not reasonable to look to them for the complete information which can only be gained by specially appointed agents.

Books published.

64. Two books, for the publication of which Grants were made by Government, have been issued during the year, both by the Rev. Dr. F. Mason of Toung-oo.

The first is a Grammar of the Pali language based upon the ancient work of Kach-cha-ya-no and is calculated to be

of considerable value to students of the language. Dr. Mason is anxious now to publish the original text of Kach-cha-ya-no and has solicited the help of Government in the work. The application has been strongly supported by this Department. The Rev. Dr. Mason has special qualifications for the task and has such opportunities for carrying it out as would be possessed by few others.

It is hoped therefore that in the cause of Philology, the support of Government, without which the work cannot be done, will not be witheld.

The second work published is a small Hand-book of Medicine in Burmese.

Compilations in the Vernacular.

65. The subject of the creation of a Vernacular Literature, which can hardly be said to exist at present, was brought under consideration through a Despatch from the Secretary of State.

It was suggested that encouragement should be given to compilations in the Vernacular from Moral English Works on a single subject, as a process likely to be beneficial both to teachers and pupils, and to lead to the composition of original works by educated natives for the benefit of their countrymen.

The opinion of those most conversant with the subject was taken and a report was submitted to the effect that it would be hardly possible at present to find natives of sufficient education and capacity to make such compilations; but suggesting that in a modified form the plan would be well worth attempting.

The subject is a very important one and it is to be hoped will not be allowed to drop.

Literary Society.

66. The Rangoon Literary Society was founded in 1857 and re-organized in 1859. It has for some years received aid from Government. It is a Society principally maintained by members of the Uncovenated Service in Rangoon, and its object is to provide for Lectures, Reading Room, Library and Classes.

The Secretary reports that it has been steadily increasing in strength, and the number of members is now 54.

The rate of monthly subscription is Rupees 2, and the total subscriptions for the past year were Rupees 888-4. The Government Grant was Rupees 300 and an increased Grant has been solicited.

A handsome present of books was made by the Reverend C. Bennett to the Library of the Society, which now numbers more than 4,000 volumes.

The Report of the Secretary on the Operation of the Society during the year will be found in the Appendix.

Section II. Inspection Report sand Brief Notices of Schools.

67. In the following notices the Schools are arranged according to the classification in the preceding Section of the Report:—

Schools of the High Class.

Town School, Maulmain.

68. This School maintains its high character for efficiency and popularity. The Head Master points to the very regular attendance in proof of the latter, and I am able to vouch for the former from personal inspection.

I was present at the Annual Christmas Examination of the School and have also examined the classes privately.

The School does credit to Mr. and Mrs. Gilbert and to Mr. Aldridge and the other Assistants. Whatever is taught is taught thoroughly and well.

I would instance especially the study of Geography and the remarkable accuracy with which the pupils are taught to draw Maps from memory.

No candidates have yet been sent up to the University, but the School is I think well able to pass candidates, and it is hoped that some of the pupils will shortly present themselves for the Entrance Examination.

The Library, which is a new feature of the School, has proved a great success. A good stock of interesting and suitable books was selected by Mrs. Gilbert in England, and the Library is very popular and a most useful institution.

Mr. Gilbert reports that he has encouraged the learning of swimming which is also a novelty and likely to be productive of good results.

69. The attendance in this Department of the School has slightly increased and I am glad to be able to report a manifest improvement in the School. The results of a recent examination of the classes showed that good work had been done during the year.

Diocesion School, Rangoon. (Boys Department.)

The first class I think might send up candidates for entrance to the University with good hope of success.

The study of English Grammar has been attended to, and I was particularly pleased with some original composition done by the boys of the first class, who did not fall into the common error of trying to write fine English. Euclid was also well done.

The Secretary to the School Committee reports that Mr. Andrews, the Assistant Master, is much improved, and two additional teachers have been engaged.

SCHOOLS OF THE MIDDLE CLASS.

(GOVERNMENT.)

70. This School which I was not able to visit last year has been carefully inspected: I was also present at the usual Annual Examination.

Akyab Government School.

The School has suffered from two calamities during the year. The School house with its furniture and a library containing some hundred of volumes, with globes, maps and most of the records, was burnt to the ground on the 27th of July 1868.

The loss of the library is much to be deplored, but the building and furniture were so old and dilapidated as to be almost unfit for further use, and certainly no credit to a Government institution.

The School has since been conducted in a rented house affording very poor accommodation, and the first great requirement is a new School house.

The Cyclone of the 11th November 1868 also acted prejudicially on the School, causing wide-spread distress among the Natives of Akyab. Allowance is therefore to be made for exceptional circumstances. Making every allowance, however, I am not able to report altogether favorably of the School. The School is popular enough, it is well filled, and the receipts from fees for the year were Rupees 1,756 against Rupees 1,659 last year, but I do not think that the best has been made of the materials.

The result of my Examination was as follows:—In the first class the reading and pronunciation of English were exceptionally good, but the study of Grammar has been neglected and the construction of the language was not familiar to the boys.

An exercise in Dictation produced some good writing, but the spelling was very discreditable.

Arithmetic was fairly done up to the Rule of Three. The ignorance of Geography was, it appeared to me, disgraceful to the first class of a School like this.

The questions were the simplest and plainest, and I was disappointed with the result.

The second and lower classes passed a considerably more creditable examination according to their position in the School.

Some little improvement was noticeable at the subsequent Annual Examination, but there is great room for further improvement.

Mr. Fell, the Head Master, has had charge of the School since the year 1856, and he considers that the Entrance Standard, to which I wish to see the School raised, is higher than any pupil will be found to aspire to. I am not myself at present disposed to agree with him, and I had an opportunity of judging to some extent of the interest felt by the people in the School and in Education at a meeting which I called with a view to raising subscriptions for the new School house.

Kyouk-Phyoo Government School.

71. The attendance here has slightly decreased, but an unusual amount of sickness has prevailed.

I have lately examined the School throughout in the ordinary subjects.

It have been favorably reported on for some years and excepting in the matter of accommodation is in a satisfactory state.

The pupils generally did credit to Mr. Margenant the Head Master and to his Assistant. As compared with Akyab I found them better grounded, and the standard reached is somewhat higher.

In English the reading and pronunciation were not so good as at Akyab, but Grammar has been much more thoroughly taught. Arithmatic and Dictation were well done and a good beginning has been made in Euclid. In Geography there was a partial failure.

The second class acquitted themselves extremely well in English. In the Geography of their own country they failed, and were not very quick in Arithmetic.

The third and lower classes passed a creditable examination.

Mr. Margenant was formerly a student at Bishop's College, Calcutta. The establishment of the School is still on a smaller scale than that of any of the other Government Schools, and a proposal for an increase has been made.

The School Library, consisting of some 450 volumes, was in good order, but the books are not of a kind to be much used by the boys, being either School books or works far beyond the capacity even of English boys. Some of these books will be disposed of, and I hope to see annual provision made for the formation of a library of books of a more attractive kind to boys, and such as will offer inducements to reading at home.

The School buildings I found in a dreadfully neglected state.

In the first place the present house is far too small to accommodate, as it now does, both the School and the Head Master, and in the second place it is nearly the worst house in Kyouk-Phyoo.

Colonel Stevenson, the Commissioner of Arakan, a year ago wrote of it that both Master and School were insufficient-

ly accommodated, and added "I very much regretted to find that the building was very much out of repair. It is in a condition discreditable to us as a Government School." The attention of the Public Works Department has been drawn to the subject, and it is to be hoped that further accommodation will be provided.

Maulmain Government School.

72. The number on the rolls and average attendance in this School have considerably increased during the year and the School promises well. It is now as full as I think is desirable with the present establishment. The receipts from fees were Rupees 2,035 against Rupees 1,718 in 1867-68.

I have visited the School several times and held the customary Annual Examination at Christmas. The results were creditable to the Head Master Mr. Thompson, and his Assistants. The School is not yet working up to the Entrance Standard, but I think may be brought to it if it is constituted a High School as I have proposed.

English is well taught, but more attention is required to Arithmetic throughout the School.

The building has been newly furnished throughout and is now in as good order as such an ancient building can be expected to be in. A new School house is however required here as urgently as at Kyouk-Phyoo and Akyab. The Public Works Department has reported to the same effect, and enquiry is being made as to the subscriptions which may be looked for from the people towards this object.

73. Grants for building purposes of even half the liberality of those made to some of the Aided Mission Schools would be invaluable to our miserably accommodated Government Schools, and would no doubt be forthcoming if the people were possessed of such resources as are at the command of Missionary Societies.

It is to be hoped however that the condition of subscriptions equivalent to the Grant will not be unreasonably enforced in the case of institutions, directly maintained by Government, where the people simply have not the means at their command—and where consequently the enforcement of such a condition can only result in the anomalous spectacle

of Government institutions holding an unnecessarily inferior position to private institutions of a similar character.

If the Establishments of Government Schools were to be dependent on the same condition the Schools would cease to exist, not because they are not valued but because the people could not afford to keep them up. At the same time, that Government support should be conditional upon a certain fixed minimum of local income is both reasonable and highly desirable.

74. In November 1868 an increase to the School Establishment of one Master and one pupil-teacher was sanctioned by Government. One of the junior Master has been dismissed for misconduct, and two new Masters have been engaged on probation.

Prome Government School.

75. I regret that I am unable to report favorably of this School. The return of pupils on the rolls shows a slight increase over last year, notwithstanding which the average daily attendance is less than it was last year. It is true that small-pox has visited Prome and must have diminished the attendance to some extent, but considering the size of the town and the accommodation of the School—(the buildings here are excellent)—the result, after three years experiment, is such as to render the continuance of the School a matter of consideration; and did I not incline to believe that under other management great improvement was possible, I should feel bound to recommend its being closed.

Not only is the attendance poor but the results of examination were anything but satisfactory. In the first class one boy was far beyond all the rest in attainments; the remainder did not reach a standard which may be fairly expected. English was fairly read; but Grammar has been entirely neglected, although this defect was pointed out last year. The boys of the second class were unable to parse English words at all; their Writing from Dictation was very bad, and in Arithmetic only half the class had learnt beyond Compound Addition.

I was obliged to complain of the untidy appearance of the boys as a body.

In January last I received from the Deputy Commissioner a very unfavorable report of the state of the School and the conduct of the Head Master, and I am in hopes that a change in the head of the establishment will lead to more satisfactory results.

A reduction in the scale of the establishment has also been recommended to Government. The Head Master, Mr. McKertich is not wanting in ability, but it is certainly unfortunate that a School established as this was, as an experiment and as a model for imitation, should have fallen into the hands of a man who has shown himself to be hardly yet fitted for so responsible a position.

Schools of the Middle Class.

(Aided.)

St. Paul's School, Rangoon.

76. The numbers in attendance at this Institution are nearly the same as last year, 232 being on the rolls, and the School maintains its high character.

The results of inspection were greatly to the credit of the Christian Brothers. A paper of general questions on History and Geography was given to the first class, and the questions were very fairly answered. In Arithmetic the boys of the first class did well and they have made a fair beginning in Euclid. The second class read English well and passed a good examination in Grammar.

They also did well in Geography excepting in the Geography of Burma. In Dictation the Burmese and Chinese boys far surpassed those of other races.

In the lower classes the boys acquitted themselves creditably according to their position.

Bishop Bigandet states that the attendance is generally very regular, the least regular of the pupils being the Burmese boys.

The Bishop also remarks on the discouraging habit of parents removing their children just at the time when they are beginning to benefit by their School training.

The pupils themselves are said to show eagerness to acquire knowledge.

77. The numbers on the rolls of this School have somewhat declined but the School keeps up its reputation and good results of of the year's work were shown at the last inspection.

S. P. G. Boys School, Rangoon.

The decrease in attendance is ascribed by the Reverend C. Warren, who is now in charge, partly to the frequent absence during the year of the Rev. J. E. Marks the Senior Missionary, but chiefly—and this no doubt is the main cause—to the opening of a new private School of the same class in the heart of the town by a Burman educated in England; I have spoken elsewhere of the School referred to.

This School may be said to teach well up to a Middle Class Standard, but does not come up to the Entrance Standard. A tolerably good knowledge was shown of the English language. Geography was not well done, although Maps are beautifully drawn by the pupils.

Those in the second class were not able to draw an outline Map of Burma.

In the study of Euclid great improvement was shown—and the drawings of the boys are remarkably good.

A Grant of Rupees 20,000 was sanctioned by Government for a new School building, which is now being constructed on a very handsome scale. An Orphanage in connection with the School was opened during the year and eight orphans were admitted. Application has been made to Government for a Grant-in-aid of this branch of the institution.

The accounts of this School which have for some time been very irregularly kept are now furnished with regularity.

78. This School keeps up its strength, but I think suffers from one or two drawbacks to its efficiency. The Rev. J. Fairclough, who superintends the School, states that the attendance is very irregular, and this is undoubtedly the case in all Burmese Schools.

S. P. G. Boys School, Maulmain.

The first two classes are I think hardly so good as last year. Certainly the lower classes are able to pass a much better examination in their studies. The first class I found defective in the pronunciation of English—defective in com-

parison with other Burmese boys—they did badly also in Grammar—otherwise they passed a good examination.

The second class failed especially in Geography of which they did not appear to know the first elements.

The two things which appear to me to tell against the School, (which is efficiently superintended and possesses a trained Head Master) are the want of strict classification and of a good Assistant Master. The Burman Master who conducts the second class does not seem to me to be up to his work, and the results are mischievous enough. Boys who come up to the second class well grounded instead of progressing are allowed to lose much of what they have learnt—and thus the standard of the School is kept below its legitimate height.

In the next place if the object is efficient instruction I think no boy ought ever to be placed in a class for which he is manifestly unfit, because "he will leave the School" if placed in the lower.

This is a weakness which I have observed in other schools, and is perhaps pardonable in a School the primary object of which is a Missionary one.

The School however ranks well among the Middle Class Schools, and helps to supply the demand, which seems greater in Maulmain than anywhere, for English education.

St. Patrick's School, Maulmain.

79. The slight decrease in the numbers of this School is attributed by the Reverend Father Guerin to the limited supply of teachers and the consequent necessity of limiting the number of admissions.

I have inspected the School, which is doing well, although it does not approach the standard of the Rangoon Institution (St. Paul's).

Two serious defects struck me, which I should think might be remedied.

One was the use throughout the classes of the School—books entirely beyond the capacity of the boys, and such as would be almost beyond that of boys in a good School of the higher class—whereas the standard here is not even the highest Middle Class Standard.

The second was the absence of strict classification alluded to in a former instance. If a boy comes to School at a more advanced age than is customary he should be prepared to encounter the position of being classed with his juniors until he is fit for a higher class. To place him out of deference to his age in a class for which he is not fit is, it seems to me, to injure both the School and the boy.

The first class read English fairly, but knew almost nothing of Grammar. In Arithmetic they acquitted themselves well.

The second class passed generally a fair examination, and in Geography a good one. The little boys of the third class showed great intelligence and the class is conducted remarkably well.

St. Peter's School, Bassein.

80. The Rev. G. D'Cruz succeeded Father Dumollard in the charge of the School in August last. 73 pupils are on the rolls against 58 last year. The division of the School into two distinct departments was described in last year's Report.

The Karen Department is a Boarding School—and numbers 30 pupils, all Christians. Instruction is given in Burmese only, and so far as I could judge the pupils appeared well taught, especially in Mensuration. Three students of this department are reported to have gone out as Village School Masters during the year.

The Free School, an English day School, numbers 43 boys of all races. I examined the classes throughout and was well pleased with the result, though the standard of the School is not very high. The boys read well but are not able to explain well what they read.

Dictation and Arithmetic were creditably done. The Christian Brother in charge of the School has been here for seven years and evidently works hard and takes an interest in the School. The books used are the Christian Brothers series, which here, as at Maulmain, are beyond the capacity of the boys who use them—and I cannot help thinking this a very serious hindrance to a School.

The Printing Press attached to the School is well stocked with type of all kinds, and is worked by Karens trained in the School.

The School buildings are very good, airy and substantial.

81. The School passed from the superintendence of the Rev. Father D'Cruz to that of the Rev. Father Conti, of the Italian Catholic Mission, in June last.

Catholic School, Toung-oo.

The number of pupils is 50 against 68 last year. Of these seven are girls.

Father Conti's Report is given in the Appendix.

I have not myself been able to visit Toung-oo this year, the School has therefore not been inspected. The Superintendent explains the decreased attendance by the necessity of dismissing pupils for irregular attendance and the reluctance of parents to pay Schooling Fees, which are rightly insisted upon.

82. I have recently visited this School which numbers 38 pupils against 47 last year, and was generally satisfied with the results of examination.

Mission School, Prome.

The first class consisted of one boy, who acquitted himself very well in English and in Arithmetic.

The second class did not do so well. The third did very creditably in English, translating well into Burmese, and were well acquainted with Arithmetic. The Writing of the fourth class was very good.

Of Geography nothing was known in the School beyond a few definitions by rote. Excepting the register of daily attendance the records required by the Grant-in-aid Rules were not forthcoming, and the attention of the Superintendent, the Rev. Mr. Simons, was drawn to this omission.

83. It was reported last year that the Superintendent of this School had resigned the Grant-in-aid, owing to the absence of adequate management. The Grant however has been renewed for three years from 1868-69 and the School has been reorganized.

Morton Lane School, Maulmain.

It consists now of two separate departments, for boys and girls, both of which have been inspected.

The Boys Department is under the charge of a new Head Master, and has been somewhat strengthened by the

transfer to it of some pupils from the Dine-woon-quin School, which was closed in September last. 56 names are reported on the rolls. About 50 were present at the inspection, mostly Burmese. It was evident that the School had been without efficient management, and it has not yet had time to recover, as it may be expected to do.

The knowledge of English was very imperfect: the pronunciation was bad and the knowledge of Grammar indifferent. In Arithmetic and Geography the first class did fairly. The second class passed a fair examination, the third class a bad one.

The present Head Master is Dr. Shaw Loo, a Burman educated in America, who joined the School only in January last. He has a Native Assistant Master.

The Girls Department of the School is an interesting institution.

It is conducted by two Burmese Female teachers, and the instruction is entirely in the Vernacular. 24 names are on the register, and I found about 20 girls present.

They showed much intelligence and receive a good training in Reading, Writing, Arithmetic and Needle-work. Fancy-work is preferred to plain needle-work, but the necessity of the latter as a foundation was urged upon the teachers.

84. *The Dine-woon-quin School* was closed in September 1868, and the balance of the Grant-in-aid refunded. The Rev. Mr. Norris, the Superintendent, assigned as his reason for closing the School the fact of its being close to his Normal School for Karens, and the consequent difficulty of avoiding collision between the pupils of the two races; and also the general opposition of the Burmese inhabitants of that poor and crowded quarter to a Christian School. It is a neighbourhood in which a really good School for Burmese, either Vernacular or Anglo-Vernacular, is much wanted, being a poor and crowded suburb of Maulmain far from the other Schools, and where education would be of special value.

85. The nature of this useful institution was described in the Report for last year.

Church of England Orphanage, Maulmain.

The Rev. C. Parish, Chaplain of Maulmain, reports that the management remains unaltered, and nearly the same number of orphans is entertained.

The building which was spoken of last year as being very dilapidated has been put into thorough repair, a special Grant of Rupees 400 having been made by the Chief Commissioner for this purpose.

Burmese Mission School, Bassein.

86. This is a School under the Rev. J. L. Douglas, of the American Mission; and has been in existence since 1857, but until last year has been almost entirely under Native teachers. The School was closed when I visited Bassein.

The Superintendent reports 87 on the rolls with an average attendance of 64.

The School Report will be found in Appendix A. This is not strictly a Normal School, but Mr. Douglas states that an especial object of the School will be to provide teachers for Village Schools.

Town School, Sandoway.

87. The Town School at Sandoway was established by the people themselves in 1867, and has only received aid within the last few months.

The establishment of such a School by the people, of their own accord, in the most remote District of the Province, illustrates the determination of the people to have English instruction. The School numbers 25 pupils who receive an elementary English education. I have not been able myself to visit Sandoway.

The Head Master's Report is given with the other School Reports in the Appendix.

Town School, Tavoy.

88. This is a School similar to that of Sandoway, established by the people themselves.

I visited the School last year and recommended a small Grant-in-aid, which was sanctioned by the Chief Commissioner.

I have not since visited Tavoy. The Master, Mr. Simoens, is a young man trained in the Schools of the Roman Catholic Mission, and I was much pleased with his School.

The Chief Commissioner has himself recently examined the School and expressed himself well pleased with the result.

The number reported on the School Register is 45, and average attendance 35, a great increase upon the former year.

The people are very poor however, and the receipts from fees, the only private source of support, are small. There is a great opening here for a good Government School.

S. P. G. School, Pozoondoung.

89. This is one of the branches of the Rangoon Boys School of the Society for the Propagation of the Gospel in Foreign Parts, and is situated in a densely populated suburb of Rangoon. About 30 boys were present on my recent visit of inspection. The boys of the first class, whom I examined in various subjects, passed an indifferent examination.

English was badly done throughout, the pronunciation being particularly bad, and Dictation not well done.

The School is under Mr. Mackertoom, of the S. P. G. Mission, who is highly spoken of but is without assistance in the School. He should devote more care to the teaching of English and also of Geography, of which the elements were not known.

The School has however only been in operation a short time, for which allowance must be made. It is situated in a quarter where it is likely to be very useful.

S. P. G. School, Henzadah.

90. I have received no report upon this School for the past year. On a recent visit of inspection I found 32 boys present and examined them throughout. The reading of English was fair, but the pronunciation was not good, a beginning has been made in Grammar. Of Geography almost nothing was known. The School was in good order and the boys quiet and well-behaved. The Master is Samuel Moung Ee, of the S. P. G. Mission. A Building Grant of Rupees 1,000 has been made to the School.

The standard of the School is about that of the third class of a good Middle Class School.

S. P. G. School, Zelloon.

91. I have received from the Rev. Mr. Marks a report upon this School, and an explanation of the great decline in the number of

pupils on my recent visit to Zelloon. Since the School was opened a year ago, the village has been visited by two calamities, a fire and a flood, both of which caused much distress and told against the School.

The Master Mr. H. Poole, (a Burman) gave me his opinion that the people were afraid of their children being made Christians; and I have seen elsewhere proof enough of the effect on a School of an alarm of the kind.

I examined the seven pupils who were present and was very well pleased with the result. Their pronunciation and general knowledge of English was good.

In Dictation and Arithmetic also they passed a good examination.

Mr. Marks reports that besides the cost of the building (Rupees 80) the people have paid Rupees 240-12 for School expences during the year, and that the boys have paid in fees Rupees 116 and bought books to the amount of Rupees 93-6, that 34 boys have been admitted, that 15 are now in attendance, and that he is assured by the people that the numbers will now increase rapidly.

S. P. G. School, Myan-oung.

92. This is another of the branches of the Rangoon School, established by Mr. Marks. 21 boys were present when I inspected the School, which is under Moung Bah Glay of the S. P. G. Mission. Fair progress has been made but hardly so much as I expected, and the teaching did not seem to be quite so efficient as it might be. The Writing of the boys was good. They read English tolerably and are able to translate single words into Burmese, but they have not attempted Grammar.

A very fine Map of Europe was on the wall, but nothing whatever was known of Geography. This School has also received a Building Grant of Rupees 1,000.

S. P. G. School, Thayet-myo.

93. I have inspected this School, which I think shows satisfactory results for the short time it has been opened and compares fairly with other Schools of the same class. The Master of the School is Mr. Chill.

The instruction is entirely in English, and I think it would be a good thing if the study of Burmese were intro-

duced and insisted upon. 25 boys were present, and acquitted themselves well in English, but were rather weak in Arithmetic. The School was in good order, but the boys very untidy, and I think no amount of poverty should be pleaded as an excuse for not being neat and clean. A Building Grant of Rs. 1,000 has been made to this School.

94. I have spoken above of the need of supervision and inspection for these branch Schools under the S. P. G. Mission, which have been largely aided by Government.

They are without doubt Schools of a useful character and are, generally speaking, a boon to the people where they are established; but they are somewhat delicate plants, and nobody should know better than their founder that without watching and nourishing at first such plants will not grow.

Mr. Marks deserves all credit for the way in which he has induced the Burmese and others to subscribe for these Schools. He has also proposed to open similar Schools in several new places, and has applied to the Government to aid him in the undertaking.

But in the mean time Mr. Marks has left British Burma to take up a new Mission in the Burmese Capital; and how he proposes to supervise the existing and contemplated Schools is not at present clear.

This Report is later than it would otherwise have been on account of the returns of these Schools for the past year not having been received.

Town School, Ramree.

95. No report and no returns whatever have been received from this School in spite of repeated reminders, and I have not had an opportunity of inspecting it.

Schools of the Lower Class.

(Aided.)

96. In this class the only Schools requiring further notice are the Aided Village Schools under Missionary superintendence, but as these have been with a few exceptions without inspection, the principal information regarding them will be found in the Appendix in the reports of the several Superintendents.

Rangoon District.

97. In the District of Rangoon the Reverend J. B. Vinton has 42 Primary Schools for Karens, receiving aid from Government.

He reports a decrease in the attendance, owing an extreme prevalence of sickness, but announces an increase of efficiency.

The Printing Press reported on last year is being gradually stocked with type, and an issue of School books for use in these Schools is anticipated.

In the Statistical Returns of the Schools, if the subscriptions appear small, Mr. Vinton's remark that "the village subscriptions being in kind have been taken no note of" should be borne in mind.

The Schools under the Rev. Mr. Brayton reported last year are now carried on independently of Government aid.

Bassein District.

98. In this District the number of Aided Village Schools is 45. The Rev. C. H. Carpenter, of the American Mission, has succeeded the Rev. W. M. Scott in charge of 32 Schools. Last year 45 Schools were reported as under Mr. Scott's superintendence, while a total of 59 Schools were entered in his Statistical Return. The discrepancy in these returns is not fully accounted for.

The frequent change of superintendence in these Schools is an additional argument for the need of a special agency for their inspection.

Mr. Carpenter reports that the people highly appreciate the Schools and subscribe liberally to them, and urges an increase to the Grant-in-aid to the extent admissible under the Rules. I do not see why this encouragement should not be given, at all events when we are able to bring the Schools under regular inspection.

99. In the same District the Reverend H. L. VanMeter has 13 Karen Schools receiving aid from Government.

Mr. VanMeter states that the attendance is nearly double that of last year and reports that some of the Schools are under the charge of trained female teachers who appear to be very successful.

100. The Rev. J. L. Douglas, who is in charge of the Burmese portion of the Mission, has 3 Village Schools for Burmese, which have received no aid as yet, but for which application has been made.

Myan-oung District.

101. The Rev. D. A. W. Smith, of the American Mission, furnishes returns of 18 Schools for Karens in this District.

Mr. Smith reports favorably of the working of the Schools. In speaking of the imperfection of the returns he offers a suggestion which is also made by Mr. Carpenter, that Forms of Registers should be printed in the Vernacular and furnished to all Aided Village Schools. This suggestion will probably be acted upon.

Mr. Smith's superintendence is now to be withdrawn from the Schools of this District, which will be a serious blow to them. An interesting report on the subject by Mr. Smith will be found in the Appendix.

In addition to these 18 Schools, eleven similar Schools are reported independent of Government support.

102. Education certainly appears popular enough with the Karens, and in the course of time may produce a great change in their position relative to the Burmese.

They do not seem however at present to come forward like the Burmese to press for English instruction and for lucrative employment.

Prome District.

103. From the Prome District returns of 3 Aided Schools for Burmese, under the superintendence of the Rev. T. Simons, have been received. The two similar Schools which were reported last year in addition to these do not appear to have shared this year in the Grant-in-aid, which is given as a lump sum to be distributed at the Superintendent's discretion: but the reason of this is not explained. One of the two, it will be seen from Mr. Simons' report, has been closed for the present. Of the three which have furnished returns I have inspected two in the town of Prome: the third was reported to be closed at the time of my visit. The two Schools which I visited are conducted by female teachers, who keep up regular Registers of the daily attendance.

One School numbered 22 pupils, the other 21; the majority in both Schools were girls.

104. The children here receive as good an elementary education as can be expected from untrained female teachers, and the manner in which they attend gives, I think, every promise of success in the attempt to encourage indigenous Schools of a similar kind. Both the Superintendent and the teachers made the complaint that the parents will not leave their children long enough at the Schools. As soon as they have learnt to read and write fairly they are withdrawn.

The reason of this I think is not far to seek. These are Mission Schools, and there is without doubt a strong feeling among the Burmese here, in Prome at all events, of the danger of their children imbibing at an early age the doctrines of Christianity.

The use of Missionary books in these Schools I believe to have seriously lessened the attendance and to be the sole cause of the early withdrawal of pupils.

But this fact I think is enough to indicate that Secular Village Schools under trained teachers, male or female, would unquestionably meet with success among the Burmese.

I believe that the Burmese people are ready to receive with gratitude the fullest benefits of education that we are prepared to give them, although they may not yet be brought to make great sacrifices to obtain them; and I think that if the efforts made by Missionaries for the education of the Karens were bestowed on the Burmese they would meet with no less a return. Whether the ancient Monastic order will consent to be the medium, or will be the best medium of imparting these benefits is another question.

NORMAL SCHOOLS.

(AIDED.)

105. I have had an opportunity of inspecting this Institute, and was much pleased with the state in which I found it.

Sgau Karen Normal and Industrial Institute, Bassein.

The School consists of an English and Vernacular department, and an Industrial department composed of pupils

from both. It is a Boarding School, for both boys and girls, who come from Karen villages in the district and reside for the greater part of the year.

The Vernacular department was founded by the Rev. Mr. Beecher in 1853, and the English department was added in 1862.

When I visited the School in September last, I found about 60 present in the English department, and 20 in the Vernacular. The Superintendent is assisted in the English department by two Karen teachers trained in America and Calcutta, and the teaching given is thorough. The results of examination were very creditable. The pupils understand English well and are able to converse in the language readily and to explain the meaning of difficult words.

They are also well grounded in Grammar.

In Arithmetic, Mensuration and Geography they passed an extremely good examination.

The capacity of the Karens for learning English Music is remarkably shown here.

Led by a Karen teacher, and reading easily from Notes on a black board they sang part-songs in a way that would certainly astonish many an English Church Choir. The girls all play the harmonium.

Mr. Douglas, who was then the Superintendent, expects nearly all the pupils to be Village School teachers.

The results in a few years ought to be all that can be desired in the way of Village Schools for the Karens.

In the Workshop, which is furnished with a lathe and other tools, I saw specimens of the pupils work, which is well turned out. They have made many of the School desks and forms, and make furniture to order, receiving a per centage on the sales.

The Vernacular department was not examined. I consider this a very useful institution and endorse my predecessor's opinion that it well deserves the support which it receives from Government.

Pwo Karen Normal School, Bassein.

106. This is also a Mixed School for training male and female teachers. The Rev. H. L. VanMeter, the Superintendent, reports 34 pupils on the School rolls, of whom about half are young women.

An unfavorable report was made on the School last year, since which time I have inspected it.

I found 19 pupils present of whom 11 were girls, and heard them read in Karen and go through a Geography lesson.

The teaching is only in the Vernacular.

The School is a far more elementary one than that under Mr. Carpenter, which has just been noticed, and will bear no comparison with it.

The specimens of the girls needle-work were good, and Mrs. VanMeter and the newly arrived ladies of the Mission may do much for the School. Mr. VanMeter does not appear to have interested himself much in it, and hence, I am disposed to think, its inferiority.

No Registers of any kind whatever have been kept up, although the School has been aided under the Grant-in-aid Rules for the last three years.

Karen Young Men's Normal School, Toung-oo.

107. The Toung-oo Institute has not been inspected during the past year.

Extracts from the Report of the Reverend Dr. Mason, the Superintendent, will be found in the Appendix. 130 pupils are reported on the rolls of the School against 121 last year.

Dr. Mason states that amongst other studies Book-keeping has been introduced this year.

He points also to the valuable results shown by the Printing Press attached to the School.

Four of the pupils have learned to print, and two books have been published at the Press during the year, which are noticed in a subsequent paragraph.

Two pupils of this School have been selected by the Conservator of Forests to go to the Neilgherry hills under the

Forest Department, to learn the cultivation of the Cinchona tree, with a view to its introduction in Toung-oo.

It will be noticed that a fee of eight annas is paid at this School for the study of English, which is taught to a minority of the pupils.

In the Statistical Return of the School for 1867-68, 19 pupils were by mistake entered as studying Latin, an error which Dr. Mason is anxious should be corrected.

Karen Normal Theological School, Toung-oo.

108. The numbers in this School are 71 against 92 last year. The Rev. Mr. Bunker, the Superintendent, reports that an outbreak of cholera in Toung-oo alarmed the Karens and caused a decrease in the attendance.

The studies and discipline of the School appear to have been diligently kept up during the year. Mr. Bunker expresses a wish to add a department for training female teachers. The School has not been inspected during the year, but the report of the Superintendent is given in the Appendix.

Pwo Karen Normal School, Rangoon.

109. The Grant-in-aid of this School expired with the year under review and the Rev. D. L. Brayton who superintends the School has not made application for its renewal. Mr. Brayton reports that the School was more than usually interesting during the past season—(it is open only during the rains, and was closed when I inspected the other Schools of Rangoon)—and that the conduct and work of the pupils gave great encouragement and promise for the future. The number of pupils is 50. In 1867-68 the number was 41.

Karen Normal School, Maulmain.

110. This institution has undergone a change of superintendence, the Rev. Mr. Norris, the former Superintendent, has left Maulmain and is to be succeeded by the Rev. Mr. Harris.

The acting Superintendent, the Rev. Mr. Hancock, reports 40 pupils in attendance last year, a considerable decrease upon the numbers of the preceding year, which Mr. Hancock attributes to various causes beyond the control of those in charge.

I was unfortunate in visiting this School at a time when it was not in active operation, and I have received only a

very summary report, as the Superintendent left the task of furnishing it to his successor, who was not in charge during the year.

Karen Normal School, Henzadah.

111. The Statistical Return of this School shows 52 pupils in attendance at the close of the year. The Superintendent however, the Rev. Mr. Smith, in his general report, which is given in the Appendix, has not touched upon this School.

He has since informed me that a class of six young men have completed the School course and been qualified as School teachers during the year, although none of them have as yet become teachers. When I visited Henzadah in February last the School was not in operation, and now that Mr. Smith is withdrawn from Henzadah, I believe it will not at present be re-opened.

FEMALE SCHOOLS.

(AIDED.)

St. John's School, Rangoon.

112. This Institution, under the management of the Sisters of the Good Shepherd and the superintendence of the Bishop of Ramatha, was described in the Report for last year; a full and interesting account of it however, by Bishop Bigandet, is contained in the Appendix to the present Report.

The Bishop reports that the number of Sisters has been increased from five to seven, with whose zealous and efficient management he is fully satisfied. The total number of pupils is 125 against 119 last year.

I have visited both departments of the Institution, the Convent Day-school, in which a good English education is given, and the Orphanage, where an equally efficient and useful training is given in the Vernacular. At a recent examination of the Orphanage the pupils did great credit to the efforts of the Sisters. The Bishop reports that even with the help of the Government Grant the Institution only just maintains itself. I think the aid of Government cannot be given to a more eminently useful Institution.

The Sisters are all of English or Irish origin, and the advantage of possessing such a strong staff of European

teachers is of course very great, and conduces to the satisfactory results which are shown.

St. Joseph's School, Maulmain.

113. This is a precisely similar Institution to the preceding, and was also described in last year's Report.

The Rev. Father Guerin reports a decrease in the Orphanage but an increase in the Convent Day-school, such as to show a net increase of nine pupils attending the Institution over the return of last year. I was present at the Annual Examination of the English department of the School last Christmas, when very satisfactory results of the year's work were shown; and I think Father Guerin is justified in saying that the School keeps honorably its position in the Province.

Karen Female Institute, Toung-oo.

114. Not having been able to visit Toung-oo during the year, I cannot report upon this School from personal knowledge. The number of pupils returned as on the rolls at the close of the year is 52, the average daily attendence being 25.

Last year the numbers were almost precisely the same. Mrs. Mason states that the girls have worked hard during the year, and reports that the accounts of the Institute have been carefully kept and balanced monthly as required by the Grant-in-aid Rules. The Report upon the School by the same lady with be found in the Appendix.

D'Oyley Burmese Girls School, Toung-oo.

115. The number reported on the Register of this School is 41. The average daily attendance is 17. These figures are also nearly the same as last year. The very wide discrepancy between the number on the books and the daily attendance has not been explained.

Mrs. Mason reports that she has a good European teacher for the School, and that the girls, though difficult to control have made progress in needle-work, reading and writing, and that a few of them seem to take great pleasure in learning.

S. P. G. Girls School, Rangoon.

116. The attendance here has considerably increased since last year. The number on the rolls is 101 against 89, and the aver-

age daily attendance 68 against 57 in 1867-68. The small average daily attendance in proportion to the number on the School Register is remarkable here also.

The School is efficiently conducted by Miss Cooke and Miss Miller, with the assistance of Burmese pupil-teachers, and is without doubt a valuable institution.

The course of instruction is Anglo-Vernacular.

The pupils belong to almost every nationality to be found in the very mixed population of Rangoon, and I think English is perhaps rightly introduced here.

The School has become, like the Boys School, partially a boarding institution.

A Building Grant of Rupees 5,000 has been made to this School, but the new building is not yet begun.

Akyab Girls School.

117. This is a small English School established last year by private subscription.

The Reverend A. C. Walshe, then Minister of Akyab, applied to Government for aid, and a Grant of Rupees 300 was made to the School. The School was closed temporarily in January last, but the Rev. Mr. Morewood, who has succeeded to the charge, reports that he hopes shortly to re-open it and purposes applying for a renewal of the Grant-in-aid.

I had an opportunity of visiting the School before it was closed: and at that time it did not appear to me to be on a very sound footing. The lady who conducted it was not acquainted with the Burmese language, and the girls were taught English through the medium of Hindustani.

Needle-work was made a subject of study and was doubtless a useful one, but as regards English this is just the kind of School from which I think it is better excluded, and in which a really thorough Vernacular education would be equally popular and tenfold more valuable.

The number of pupils reported is 18, and the average attendance 12.

Diocesan School, Rangoon, (Girls department.)

118. The numbers in this department of the Diocesan School have declined from 43 to 35. The School has however undergone various changes during the year, which are enough to account for this decrease.

The Head Mistress resigned her appointment, and opened a private School, which drew away some pupils from the Diocesan School.

The locality of the School, for which a house has been rented, has from various causes been changed three times during the year. Under these circumstances it is not surprising that the attendance has not increased.

The School is now conducted on the premises originally intended for it adjoining the Boys department: the services of a lady of superior attainments have been engaged and the School promises well. It is at present a day School, but the Committee of Management are anxious to entertain boarders and contemplate building a separate house for the Girls department when funds are available. An application was made for a loan from Government for this purpose, but was negatived by the Chief Commissioner.

So long as the School remains a day School it appears to me that in its present locality it is both well situated and sufficiently well accommodated.

It is near the Town, the accommodation is very good, and sufficient for a much larger than the present number of pupils, and it is entirely cut off from the Boys department, having been constructed with that special object in view.

A good English Education is given here, and the School supplies a real want in providing such an education for the children of a large and important class of the community.

GAOL SCHOOLS.

Rangoon Gaol School.

119. This is a small School for elementary instruction in English with a view to the employment of prisoners in the Gaol Printing Press, and has continued in successful operation during the year.

The Superintendent anticipates that the value of the services of seven prisoners who have been thus trained will produce a clear profit of Rupees 70 per mensem over the cost of the School.

The knowledge of English acquired by these men is doubtless very small, being almost entirely mechanical, but

as the object of the School is not to impart a liberal education but to utilize the labour of the men, it is an undoubted success.

SERVICES OF OFFICERS.

120. The Subordinate Officers of the Department have generally afforded satisfaction during the past year. Mr. Margenant, Head Master of the Kyouk-Phoo Government School, and Mr. Thompson, Head Master of the Maulmain Government School, deserve credit for their exertions during the year.

The Junior Masters of Government Schools also deserve favorable considerable for the manner in which their duties, always arduous and in some cases poorly remunerated, have been performed. My Clerk, Moung Htoon Oung, has given me every satisfaction.

P. HORDERN,
Director of Public Instruction,
British Burma.

Rangoon, 28th July 1869.

APPENDIX A.

REPORTS OF SUPERINTENDENTS AND HEAD MASTERS OF SCHOOLS.

APPENDIX A.

From

J. HENRY GILBERT,

Head Master,

Maulmain Town School.

To

P. HORDERN, Esq., B.A.,

Director of Public Instruction,

Rangoon.

Maulmain, 12th of April 1869.

SIR,—I have the honor to send you the Annual Statistics for 1868-69 concerning the Maulmain Town School, together with the Report called for in your Circular No. 732 dated Rangoon 1st of March 1869.

During the year the Managing Committee consisted, with one exception, of the same members as in 1867-68: while the only change in the Establishment was the appointment of a Senior Scholar to fill the vacancy caused by the 2nd Assistant Mistress taking the place of the 1st, who resigned in October last to be married.

The School-buildings are in good repair and the School is well supplied with apparatus, but the want of the class room, noticed in my last year's report, is still greatly felt.

Owing to various causes, such as inability of parents to pay School fees, families leaving the Station, &c., there has been a slight decrease in the average number on the Books during the year, the number being 112 (55 Girls and 57 Boys) against 115 for 1867-68. The progress of the School however has been most satisfactory and the attendance very regular.

There were 215 School days during the year, and the total number of children who attended at all was 131: of that number 3 attended 215 days without being absent once—8 above 210—26 above 200—40 above 175—17 above 150—9 above 125—10 above 100, and 18 less than 100 days; this will, I trust, show the interest taken by the children in their work and School.

The average number of days attended by each child present at all during every School week of 5 days was 4·7.

The expenditure for the year was Rupees 10,280-12, or an average monthly outlay of less than Rupees 7-11 for each child.

The Infant Class has continued to be well attended, and is a most valuable adjunct to the School.

I have to report most favorably of the good conduct of the children and of the attention they have paid to their studies; and to speak in the highest terms of the manner in which the Assistant Master and Mistress have performed their duties.

The affiliating of the School to the Calcutta University, as suggested in your report for last year, has been under the consideration of the Committee; but while they would be very glad to carry it out, they feel nothing can be done in the matter until the result of their application for an increased Grant in-aid, which was made in 1868, is known.

In July a School Library, with upwards of 300 volumes, selected by the Head Mistress while in England, was opened for the free use of the School children; and the estimation in which it has been and is held, and the use made of it are shown in the fact that, during the 8 months it has been open, there have been no less than 1,830 issues of books, and that without one case of wilful damage to, or loss of any volume.

During the wet season of 1868 my Assistant Master and myself did all we could to encourage the boys to learn to swim; and I have much pleasure in stating that now more than one half of those in the 1st and 2nd classes can do so, while I hope the number will be largely increased during the approaching rains. I am aware that swimming does not generally form a part of School work; but as, besides being a most healthful recreation in itself, it may at times prove of the greatest use, particularly in a country like Burma where communication by water is so very frequent, I have thought it worthy of more attention than is usually given to it.

I have &c.,

J. HENRY GILBERT.

RANGOON DIOCESAN SCHOOL REPORT FOR 1868-69.

In the Boys' Department satisfactory progress has been made. The number has increased to 53, being higher than has ever before been reached, and this notwithstanding the removal of a considerable number. The following figures will show the difficulty which exists in keeping up the standard of the School, owing to the numerous changes which are continually going on. Since January 1st 1868 as many as 30 boys have left. Of this number 12 have been sent to England, 10 to have gone to Madras and outstations with their parents, 2 have got employment, 3 have left without any reason being assigned, 1 has become a Teacher in the School, 1 has gone as Teacher to the S. P. G. School, and 1 has been removed through his friends not being satisfied with the School. The boys are very regular in their attendance, seldom staying away even for a single day without good reason, and they have advanced in their studies very fairly during the past year. Nine of them are Boarders; they reside in the School building and board with the Head Master, Mr. Preston, who carefully attends to their comfort and welfare. The School is situated in the healthiest part of the Town, and the pupils have always been remarkably free from sickness. The building is large and commodious, and capable of accommodating several more Boarders. Great difficulty has been experienced by the Board of Management in getting a properly qualified and efficient Assistant Master, the funds not admitting a high salary to be offered, nor the expense of obtaining any one from England. Mr. G. Andrews has however given good satisfaction, and he is improving very rapidly in his power of imparting instruction. A Corporal of H. M.'s 21st Fusiliers has been engaged to teach the lowest class, and he appears to perform his duties well.

In the Girls' Department there have been many changes. At the beginning of the year, April 1868, the School was held at a house in Barr Street, but the owner requiring it for his own residence, the School had to be removed to another one. The only house at all suitable for the purpose was one in Merchant Street, which was taken at the rent of 100 Rupees a month. Here the attendance increased, and the number went up to 52. In December 1868 the Assistant Mistress resigned and set up a School of her own, which took away several pupils; and the senior pupil in the School was engaged to take her place. In January another house was taken and the School again removed; a reduction in the rate of rent was the reason for this change. In March the Head Mistress sent in her resignation and concluded her engagement on April 1st.

The Board finding the sum paid monthly for rent a serious drag on their funds, took into consideration the advisability of bringing the Girls' School to the same building as that occupied by the boys, there being a room at present unoccupied exactly corresponding to the Boys' School-room; and after some deliberation it was resolved to adopt this plan as a temporary measure until a suitable Girls' School can be built.

The services of a Widow Lady, who resides in the Town, were fortunately secured, and she has been appointed Head Mistress, and the Board trust that the number of pupils will again increase.* Until a proper School is erected, however, with rooms for the Head Mistress, and Dormitories for pupils, it will not be possible for Boarders to be received; many applications have had to be refused simply owing to this want. The Board of Management are anxious to obtain a proper building, and when they see their way to raise the funds they will take the work in hand immediately.

The School is now supported by the pupils' fees, with a Grant-in-aid of 2,000 Rupees per annum from Government.

The course of instruction comprises the usual branches of a plain sound English Education.

WILLIAM WEST,

Chaplain of Rangoon Town,
Secretary to the Board of Management.

Rangoon, April 1869.

No. 1.

From

THE HEAD MASTER,

Government School, Akyab.

To

P. HORDERN, Esq., B.A.,

Director of Public Instruction,
British Burma,
Akyab.

Dated Akyab, the 10th April 1869.

SIR,—I have the honor to submit the Annual Report of the Akyab Government School for the year ending the 31st March 1869.

* Some of the Girls attending the School at the beginning of the year have been sent to England.

2. The Annual Examination of the several Classes in English, was conducted by P. Hordern, Esquire, B. A., Director of Public Instruction; the Rev. Mr. J. B. Morewood; Captain Munro, Superintendent of Police; and Ikram Alee Sahib, Akhoonwoon. The Vernacular Examination was conducted by Moung Shoay Taw, Tseetkay.

3. The forms from 1 to 6 in consecutive order, together with Table C., are herewith appended.

4. No changes have occurred in the Instructive Establishment.

5. The tuition fees realized during the year amount to Rupees 1,756, being Rupees 96½ in excess of the year preceding the present. A gradual and steady increase in the fees is perceptible from the subjoined, notwithstanding the uniformity in the number of students since 1864.

	Rupees.	Rupees.	
For 1864-65	1,077½	297	Excess.
„ 1865-66	1,374½		
„ 1866-67	1,528	153½	„
„ 1867-68	1,659½	131½	„
„ 1868-69	1,756	96½	„

The charge for tuition continues unaltered, and of the 175 students on the registers, 127 pay one rupee, and 48 half a rupee each a month. The increase to the rate was effected in July 1864 for all new admissions, consequent on a greater demand for education.

6. The conduct of the students has been unexceptionally becoming and respectful; and the general health tolerably good, only one student having died of fever.

7. The average daily attendance for the year is 141, being 2 less than that of last year. This trifling decrease is to be attributed to the destruction of the School by fire, and to the effects of the Cyclone. The pupils are generally clean and neat in their dress, and tidy in appearance.

8. The Assistant Teachers have shown themselves to be zealous in the discharge of their respective duties.

9. The School house, furniture, books, maps and globes were totally destroyed by fire on the night of the 27th July last, and a reward of 500 Rupees was offered by Government to any person who would give such information as would lead to the discovery and conviction of the incendiary, but no information has been received up to the present time. The house in which the students now assemble for the purpose of instruction, is a private dwelling-house, the property of Mr. T. Stewart, and is ill-adapted to the requirements of a School. The rent sanctioned by the Chief Commissioner for the use of it is 60 Rupees a month. The want of a suitable building is most urgently felt to meet the educational requirements of the town.

10. New furniture, to the full value of the sanctioned amount of Rupees 750, has been supplied to the School.

11. Books and Maps to the value of Rupees 141-5, as sanctioned by the Chief Commissioner, have also been received for the Library.

12. The members of the Local Committee have always been most ready to render any assistance in their power in conducting the Annual Examinations and attending to matters connected with the School. They have occasionally visited and examined some of the students of the School.

13. About the year 1842, Government allotted 4 Scholarships of 8 Rupees each a month to the School, but they have not up to the present year been competed for, owing to the students not continuing sufficiently long to qualify themselves for the standard laid down. The qualifications required for the ordinary class of Clerks in the Government and Mercantile Offices here, is of so low a standard, that appointments of 25 or 30 Rupees a month are readily obtained by the students of the School.

14. The progress of the students during the year under review has not been so satisfactory as could be desired, owing to there having been no School for 28 days after the destruction of the School buildings by fire, and for 11 days more for repairing Mr. Stewart's house, which sustained very serious damage by the Cyclone of the 13th November last.

15. A list of students recommended for Prizes is appended.

I have &c,
ED. FELL,
Head Master.

AKYAB GOVERNMENT SCOOL,
The 10th April 1869.

AKYAB GOVERNMENT SCHOOL.

Subjects Studied during the year 1868-69.

1ST CLASS.

Landmarks of Ancient History.
Historical Sketches.
Lennie's Grammar.
Hind's Arithmetic.
Lund's Algebra.
Clift's Geography.
Gay's Fables.
Paraphrasing.
Translation.
Thoodama-Tsaree and Dhammapada.

2ND CLASS.

English Prose Reader No. 4.
Clift's Geography.
English and Burmese Phrases.
Chambers' Arithmetic.
Dictation.
Thoodama-Tsaree.

3RD CLASS.

Æsop's Fables.
English Spelling Book No. 11.
Chambers' Arithmetic.
Dictation.
Thoodama-Tsaree.

4TH CLASS.

English Prose Reader No. II.
Chambers' Arithmetic.
Dictation.
Writing copies.
Child's Book on the Soul, Parts I and II.

5TH CLASS.

English Prose Reader No. I.
Chambers' Arithmetic.
Writing copies.
Burmese Child's Book on the Soul, Part I.

6TH CLASS.

English Prose Reader No. I.
Do. Spelling Book No. I.
Arithmetic.
Writing copies.
Burmese Pictorial Reader.

ED. FELL,
Head Master.

AKYAB GOVERNMENT SCHOOL,
The 10th April 1869.

To

THE DIRECTOR OF PUBLIC INSTRUCTION,
BRITISH BURMA,
Rangoon.

Dated Kyouk-Phyoo, the 6th April 1869.

SIR,—In accordance with the instructions contained in your letter No. 731 of the 1st March last, I have the honor to submit the Annual Report and Returns of the Ramree Government School for the year ending 31st March 1869.

2. The progress made by the scholars in their studies is upon the whole creditable, although the attendance has been rather irregular. The number of pupils has not increased; but on the contrary, has, if any thing decreased, and very few comparatively have been admitted during the past year.

This does not arise from any unpopularity that the School labours under; but owing to the unusual prevalence of sickness in the town for the last few months, some of the parents have withdrawn their children to their respective quarters. It must be borne in mind, that, the town of Kyouk-Phyoo is not large, and supplies scarcely half the number of pupils—the rest all come from the neighbouring villages, and reside in the town. Six of the senior pupils who formed the Monitorial Class last year have left for employment.

3. The Books used in the School during the past year were as follows :—

1st Class.

1. Prose Reader No. IV C. S. B. Society.
2. Lennie's Grammar.
3. Pinnock's England.
4. Chambers' Geography.
5. Chambers' Arithmetic.
6. Colenso's Euclid.
7. The Thoodama-Tsaree.

2nd Class.

1. Prose Reader No. III C. S. B. Society.
2. Lennie's Grammar.
3. Chambers' Geography.
4. Chambers' Arithmetic.
5. The Thoodama-Tsaree.

3rd Class.

1. Prose Reader No. II C. S. B. Society, Part II.
2. McLeod's Grammar.
3. Clift's Geography.
4. Chambers' Arithmetic.
5. The Thoodama-Tsaree.

4th Class.

1. Prose Reader No. II C. S. B. Society, Part I.
2. Grammar, the Prioner C. S. B. Society.
3. Arithmetic, The 4 Simple Rules.
4. Geography, Definitions and General Map of the World, in Burmese.
5. The Thoodama-Tsaree.

5th Class.

1. Prose Reader No. I C. S. B. Society.
2. Arithmetic, as above.
3. The Thoodama-Tsaree.

6th Class.

1. Anglo-Vernacular Reader No. I.
2. Tables and Numeration.
3. Book of the Soul, Part II.

7th Class.

1. Anglo-Vernacular Spelling Book, various parts.
2. Arithmetic, as above.
3. Book of the Soul, Part I, various parts.

4. There is no Local Committee here, the one which existed having been dissolved for reasons I cannot account for. There are no Scholarships, nor does it appear that the pupils of this School ever held any.

5. The School was visited during the year by the Medical Officer, and hd Deputy Commissioner, Captain Plant, who always evinced a warm interest in the welfare of the Institution.

6. An Examination of the School took place on the 15th ultimo, by the Reverend Mr. Morewood, Minister of Akyab and Kyouk-Phyoo, in presence of some of the Officers of the Grand Trigonometrical Survey, and very favorable remarks were made on the progress of the boys.

I have &c.,

H. MARGENANT,

Head Master Government School,

Kyouk-Phyoo.

REPORT OF THE MAULMAIN GOVERNMENT SCHOOL, FOR THE OFFICIAL YEAR—FROM 31ST MARCH 1868 TO THE 1ST APRIL 1869.

I. The present state of the School.

1. In the* Report for the year 1867-68, the first Section contains the following statement:—The number of pupils on the rolls for January 1867 was 113, the average attendance 88. The number on the rolls in January 1868 was 162, the average attendance 113. On the last day of March 1868—three months after the present incumbent took charge of the School—the number on the rolls was 167, the average attendance 130. The number of pupils on the rolls on the last day of March for 1868, was 169, and for the Official year ending on March 31st 1869, 220.

The Fees.

2.	For the Official	year	1866-67,	Rs.	1,069	0	0
	For	do.	do. 1867-68,	„	1,407	8	0
	Foc	do.	do. 1868 69,	„	2,035	0	0

* * * * * *

II. The changes in the School as to the studies and Assistant Masters.

1. All the books, save "Lennie's Grammar and Mavor's Spelling Book," used hitherto, were utterly unadapted to the Burmese youths, and I referred to this subject in the 16th para. of the VII Section in my last Report. On the 17th of February 1869, new books "suited to the capacities of Indian" and Burmese youths and in a properly graduate series, were introduced. These are from the Calcutta School Book Society's publications. A complete set of Johnstone's School Maps, the information of which is brought down to the latest date, has been also procured.

* * * * * *

3. Till February last, notwithstanding the present rate of the increase of boys, there were two English speaking Masters, and two Burmese Assistant Teachers, making in all 4 Masters for 216 boys, including the Head

Master. After much correspondence, and a final sanction, and an elementary examination, a Second Assistant Teacher and a Pupil Teacher were added to the list, or present staff of Teachers.

Including the Head Master, there are now 4 English Teachers, besides two Burmese Teachers.

The Vernacular Teacher is not included in this list, as he teaches only Burmese.

The 2nd Assistant Master, Mr. E. Wright, joined the School on the 11th February 1869, and the Pupil Teacher, Mr. S. B. Legoise, on the 23rd.

On the 11th November 1868, the 3rd Assistant Teacher was suspended, and finally dismissed from that date, as unfit to hold his post, and the present 5th Assistant Teacher, Shoay Joak, appointed in his stead.

* * * * * *

III. School Buildings.

1. After a good deal of correspondence, the School room is now undergoing repairs, and for the present, the School is held in an adjoining house, where it will continue till the School room is ready.

2. The dwelling house of the Head Master greatly needs repairs, as there is not a single post in the house, nor a shingle in the roof which is sound, and the flooring is so undulating, that neither a chair nor a table can stand evenly—the house is 34 years old, and the roof was shingled 14 years ago. * * * * *

* * * * * *

IV. Miscellaneous.

1. In the Circular No. 731 dated 1st March 1869, the Director of Public Instruction requires "a full report on the constitution and working of the Local Committee and Scholarships," &c. Such a Committee did exist, but there is no such body now, and there are no Scholarships.

2. The usual Examination took place on the 16th of December 1868, the Director of Public Instruction presiding. A goodly number of the Officials and other gentlemen, friendly to the education of the Burmese, were present. Many of the lower classes were examined, and a few questions put to the higher; the prizes were distributed afterwards, and the boys who were rather disappointed last year, as they got no prizes, were gratified with what they received. * * * *

* * * * * *

The School furniture is renewed, and replenished, at a cost of Rupees 400, a proper class of books introduced, with the Maps also, and the Teachers one and all discharge their duty honestly, and the Assistant Teachers' class is fully organized and at work twice a week under the Head Master.

The Teachers are going through a course of instruction in the very books used by their classes, and hence teach the boys what is previously explained to them.

W. THOMPSON,
Head Master, Government School,
Maulmain.

Maulmain, 12th April 1869.

No. 1 of 1869-70.

To

THE DIRECTOR OF PUBLIC INSTRUCTION,
BRITISH BURMA,
Rangoon.

Dated, Promo Government School, the 1st April 1869.

SIR,—I have the honor, in conformity with the instructions contained in your letter No. 171 of the 1st ultimo, to submit the Annual Report and Returns of the Prome Government School for the Financial year 1868-69, ending 31st March last.

Since the commencement of the year now under review, 49 boys have been admitted into the School, of whom 42 were fresh beginners and the rest were those who left the School during the year and re-entered it after an absence of some months.

The number of Pupils that stood on the rolls at the close of the year was 63, showing a slight increase over that of the previous year when the number was 58. These are divided into 6 Classes, viz:—

CLASSES.	Number.	Average age.
First Class,	10	12·500
Second ,,	9	10·450
Third ,,	8	10·500
Fourth ,,	10	10·600
Fifth ,,	8	9·625
The Unclassed Pupils,	18	9·000
Total..	63	10·446

Of the Pupils who left the School during the year, 2 obtained employment as Writers in Government Offices, 3 become Traders, 10 removed to other stations with their friends, 9 returned to their houses in the town and district on account of the Small-pox which was raging here to a great extent in the Months of April 1868, and January, February and March 1869, 1 was drowned; and of the others I regret to say that poverty of their parents and friends compelled them to leave the School.

The subjects taught in the School during the year have been as follows:—

English Prose Reading, Grammar, Geography, Translation, Dictation, Spelling, Arithmetic, Writing and Map-drawing, and also the Burmese Reading and Writing.

At the end of the year just closed the different classes of the pupils in the School were studying the following subjects:—

THE FIRST CLASS.

Reading.—Æsop's Anglo-Burmese Fables.

Dictation.—Compound Sentences in English on paper.

Translation.—The above part into Burmese.
Geography.—Europe, Asia and Africa.
Arithmetic.—Simple and Compound Proportion and Vulgar Fractions.
(N. B. One pupil in this class, Hpo Mhan, son of a former Tah-seit-son, Goung of Shoay-doung, has so far advanced as to be able to work the Decimal Fractions and the Extraction of the Square Root.)
Writing.—English small hand text and Burmese on paper, and Map-drawing.

THE SECOND CLASS.

Reading.—Nelson's Series No. IV.
Dictation.—English Sentences on paper.
Translation.—The above part into Burmese.
Grammar.—Etymology.
Geography.—Europe and Asia.
Arithmetic.—Compound Rules of Addition, Substraction, Multiplication and Reduction.
Writing.—Large and small hand text, and Burmese on paper.

THE THIRD CLASS.

Reading.—Chambers' Simple Lessons.
Writing.—Mavor's, and words from the Reading.
Dictation.—English Sentences.
Translation.—The above part into Burmese.
Grammar.—Etymology.
Geography.—Asia.
Arithmetic.—The first 4 Rules both Simple and Compound.
Writing.—Large and small hand text on paper, and Burmese on slates.

THE FOURTH CLASS.

Reading.—Eastern Primer No. II.
Spelling.—Mavor's Disyllables and words from the Reading.
Translation.—Short and easy sentences put into Burmese.
Arithmetic.—Numeration and Simple Addition and Substraction.
Writing.—Large hand text in English on paper, and Burmese on slates.

THE FIFTH CLASS.

Reading.—Eastern Primer No. I.
Spelling.—Mavor's Monosyllables and words from the Reading.
Arithmetic.—Numeration.
Writing.—Large hand text in English on paper, and Burmese on slates.

The Unclassed Pupils.

The pupils of this class having been fresh beginners and having attained various degrees of proficiency in spelling, &c. have been called the "Unclassed pupils" The books used by them were the Eastern Primer No. 1, Mavor's Spelling, the Burmese Pictorial Reader, and the Burmese Thembongyee.

A change in the Establishment.

On the 1st December last the 2nd Assistant Teacher, Moung Oung Tha, who had gone on two month's leave, resigned, the appointment has since been held by Mr. Flanagan, a young man fresh from Bishop Corrie's Grammar School at Madras.

Visits during the year.

In January last Major Lloyd, the Deputy Commissioner of the Rangoon District, visited the School in company with Mr. C. Phillips, the Assistant Commissioner of Prome, and kindly examined the 1st Class in Reading, Translation, Dictation, and Arithmetic. He was pleased to express satisfaction with what he heard and saw.

Doctor K. N. Macdonald, the late Civil Surgeon of this station, also visited the School shortly before his departure for England in February last, and examined a few classes. He was pleased with his visit.

The Annual Examination.

The Annual Public Examination of the School was held on the 19th December 1868. It was fully reported on in the Month of January last.

I have &c.,

STEPHEN M. McKERTICH,

Head Master,

Government School.

To

P. HORDERN, Esq ,

Director of Public Instruction,

British Burma,

Rangoon.

Rangoon, 20th May 1869

Sir,—I have the honor to submit to you the Returns for St. Paul's and St. John's Institutions. My absence from Rangoon during a period of three months and a half is the cause that has prevented me from preparing and sending them earlier than this. I trust I will be excused for a delay which has been forced on me by uncontrollable circumstances.

1st. St. Paul's Institution during the year 1868-69 has undergone scarcely any change since the preceding year that deserves notice. The number of pupils has been nearly the same. Last year it amounted to 235; this year it is 232. We have lost one Master; but the vacant place has been immediately filled. I am happy to state that the Christian Brothers, under whose management the Institution is placed, have acquitted themselves of their laborious task with zeal and intelligence, and have afforded to me the liveliest satisfaction.

The attendance of the pupils has been generally speaking very regular. The Burmese boys are less regular in this respect than those belonging to other classes of the community.

The Boys of the first class are less numerous than we have reason to expect them to be. The poverty or cupidity of their parents on the one hand the silly eagerness of the boys to leave the Instituton at an early age, was the other, are the causes which produce such a sad result. No sooner a boy is able to write a tolerably fair hand, he can easily get a small situation, in which his earnings may be small, yet they are of considerable importance

ance on account of the poverty of the parents. Those boys possess a very limited and imperfect knowledge of the English language, and by their leaving the Institution before they are sufficiently educated, they place themselves in the impossibility of rising above the low level they have reached. During the year the general attendance has always exceeded on an average 205. The boys seem well behaved and orderly in the School, exhibiting a certain amount of eagerness for acquiring knowledge. Taking into consideration the climate, and the national apathy of the natives settled on the banks of the Irrawaddy ; I believe that much credit is due to the worthy Masters of the Institution, for having been able to infuse a spirit of lasting emulation among their pupils.

The Boys belong to almost all the races which are met with in this thriving city. The Institution being conducted on the Free School principles, the pupils of the various races harmonize well together, and exhibit none of those antipathic feelings which are so prevailing in many parts of India.

2. The Girls School, known as St. John's Institution, is placed under the management of the Sisters of the Good Shepherd. The Sisters were only five at the beginning of the year, but they have been reinforced lately by the arrival of two new ones from Europe ; now the teaching staff is as complete and efficient as it can be. They are all of English and Irish origin. There are two different departments in the said Institution. The one of them is reserved solely for the Girls who learn English, and receive an education similar to that which is imparted in the Seminaries for young Ladies in Europe. The other is reserved to Girls of Native descent, who receive instruction, through the Vernacular, and wear a sort of improved native dress.

The attendance of the children is very regular and very few absences are noticed.

The number of Girls in the department of the Natives increases rapidly and could easily be almost doubled, were not the present building insufficient for sheltering the new comers. It is my intention to have the building increased to one third of its present size.

The health of the children is generally very good, the inmates have been during this year entirely free from serious diseases. Though a Grant of Rs. 1,500 per year is allowed by the liberality of Government, it is, however, by dint of great economy and good management, that the Institution can be saved from making debts. For this year, the expense falls particularly heavy, on account of the expense incurred for the voyage of two new Sisters from Europe.

I am exceedingly satisfied with the efficient manner in which the zealous Ladies in charge of the Institution have discharged their important and arduous duties. I have frequently inspected both the English and Native Schools, and have found the progress made by pupils in every respect satisfactory.

By your inspection of both, the Boys and Girls Schools, you may have convinced yourself that the Government's liberal assistance is turned to a

good account, and produces results most gratifying to the promoters of education among the population of these Provinces.

I have &c. &c.,

F. P. BIGANDET,
Bishop Vicar Apostolic of Ava and Pegu.

FROM

REV. C. WARREN,
Missionary S. P. G.,

TO

P. HORDERN, ESQ., B.A.,
Director of Public Instruction,
British Burma.

SIR,—In the absence of the Senior Missionary, the Rev. J. E. Marks, I have the honor to forward you the Returns for the S. P. G. Mission Boys' School, and for the Societies Girls' School, both at Rangoon, together with the following report on them:—

Staff.

Since the 1st of May 1868, the Mission Staff has been increased by the arrival of Miss Miller, to assist in the Girls' School, and of C. H. Chard, Esq., of St. Augustine's, Canterbury, a fellow Student of my own, to aid in the Mission and Boys' School. The Rev. J. E. Marks, Senior Missionary, has been engaged a great part of the year in forming and superintending Branch Schools on the Irrawaddy.

Progress and attendance.

The state of the School as regards proficiency and progress in learning both instrincically and relatively, I must leave to your decision. I can only express my hope that you were well satisfied, and that at least your expectations regarding the state of the School were not disappointed.

As regards the numbers on the rolls, the average attendance, there is some considerable retrogression. Thus last year the highest weekly average was 236 the lowest 164. This year the highest was 196 the lowest 132. One hundred and sixty boys have been admitted during the year, not including re-admissions. The yearly average is about 40 less than it was last year.

The causes of this decrease are doubtless to be found in the absence during a great part of the year, of the popular Principal, the Rev. J. E. Marks; but chiefly to the opening of a new Anglo-Burmese School in the Town nearer the lads homes. This latter event, at one time threatened to cause a far greater reduction of our numbers, but now the tendency is the other way.

(a.) The difficulties we have to contend against are irregularity in attendance, and *(b)* the limited supply of good teachers.

(a.) Boys stay away on most frivolous pretences. The sickness of some distant relation or friend—real or pretended work at home—a wish to go into the jungle, are all excuses constantly urged for absence or in order to obtain permission. The great excuse, however, is the poay. This is not

only the most frequent, but also the most universal grievance to regular attendance. All races have their feasts and fasts, and if the Burmans should have a season of quiet, the Chinese or Madrassees are sure to be going on. These feasts, &c. not only keep a boy away for many days at a time, but often also make him so dissipated as so be unfit for work for some time after his return.

Remedies.

We use various methods to try to check this evil, such as sending notices, enforcing the payment of 1 anna for each days absence without leave, and sending teachers to the homes of the lads to enquire into the causes of their non-attendance ; but it is one which cannot be altogether got rid of.

(b.) Another drawback is the want of efficient teachers. We in general train our own; and I am happy to say that we have two or three as good as could be wished, still the supply is so limited, or rather the inducement is so small that we are obliged to employ lads that are more fit to be pupils than teachers. Besides it often happens that when we have made a boy useful, he gets an idea that he can do much better elsewhere and takes his departure accordingly. Occasionally too the best teachers are required for the Branch Schools. But this is what we want, as it not only makes our School a mother to the others, but offers an inducement for lads to become teachers, and to persevere in the cause of training. I would the number of Schools were increased ten-fold.

Condition and admission.

Boys pay 1 Rupee per mensem and provide their own school material. They learn Christianity, and are admitted without regard to race, colour, language, or religion, so long as the above conditions are complied with.

Course of study.

The course of study in the first and second Classes, comprises the following subjects—Holy Scripture, English language, (Parsing, Derivation, Analysis, Composition) Burmese Writing and Translation, Geography (Astronomical and Physical), Arithmetic, Euclid, Drawing. The first Class have in addition, Algebra, Mensuration, Latin. A few boys learn Music and Singing.

There are half holidays on Thursday and Saturday.

One of the greatest objects in education is to induce and foster a habit of study when not under the immediate control of a Master. To accomplish this we give to all lads from the day of their entrance home-tasks—as far as possible we make these lessons preparatory to the days work. Thus, all learning by rote, and exercise which require to be written, are done out of School, and then reproduced and explained in class. We set the greatest value on this practice, being convinced that it is one of the best methods known, for making lads self-dependant and industrious.

Prizes.

Once a year prizes are distributed to deserving boys, who are selected in the following manner :—A mark register is kept in each class, and each day the number of marks obtained by each boy are entered. At the end of the year the total obtained by each boy throughout the year is found, and those having the highest numbers receive prizes as the reward of their regularity and industry. Of course the greatest inducements to learning is

the prospect of getting good employment on leaving School, and whenever a boy remains long enough and conducts himself properly we have no difficulty in finding a respectable post for him. You will be glad to hear that a great inducements have been offered in the Department Public Works, and the first boy I sent there has been most favorably spoken of by W. Macroue, Esq., a gentleman who takes a great interest in Burman lads, and is anxious to take all we can send him, provided they get our recommendation.

Boarders.

A part of our School consists of boarders. We have now over 40. These lads have certain advantages not obtained by the others - as more constant study, regular supervision, additional instruction, &c. Our great object, however, in having boarders is to instruct them in the truths of our religion and to train them in better and more regular habits than they would acquire at home. Also to accommodate those lads, who in the District School have done so well, that a higher standard is required for them.

Orphanage.

An S. P. G. Orphan Home has lately been established, and for the present the lads (8 in number) are received into the School as boarders. These lads are in most cases pure orphans, in all cases fatherless, descendants of Europeans on one side, and supported entirely by public charity. As a good many of the lads are very small, it is felt that a separate building should be erected for the girls and infants of this institution.

New Building.

You are doubtless already aware that a large and handsome building is in course of construction for the Society's School, near the premises now occupied, also a commodious house for the Masters.

With this increased accommodation and greater facilities for imparting instruction and securing discipline, we hope to raise the School to the position of a Collegiate School.

S. P. G. Girls' School, Rangoon.

A Report of this useful and growing Institution has I believe been sent by Miss Cooke. There is therefore occasion for me to say but little. The institution is supported entirely by the Government Grant and remittances from Home. It was established and continues to flourish in the face of a strong Burmese prejudice, against female education.

The great object of the School is to impart moral training and teach habits calculated to improve the domestic life of the children. and I am sure that no one can visit the School without feeling that both these objects are being successfully accomplished.

During the absence of the Senior Missionary I pay a weekly visit to the School, as regularly as my work will permit, and give instruction in religious subjects.

S. P. G. School, Puzzoondoung,

This School is under my special supervision also during the absence of the Reverend J. E. Marks. It is scarcely a year old. The first Master was for some time popular, but soon his duties became so irregularly performed that we were glad when he obtained a post more fitted to his tastes. The present Master is unassuming and thoroughly trustworthy. He is slowly but surely raising the School both in numbers and efficiency. I have a firm

hope that in his hands the School will ultimately prove eminently successful. A new and appropriate building is much needed.

I have &c. &c.,

C. WARREN.

Mission House,
May 26th 1869.

To

P. HORDERN, Esq., B.A.,

Director of Public Instruction,

British Burma.

Sir,—I have the honor to return Statistical Form C filled up for the S. P. G. Mission School, Maulmain, for the year ending 31st of March 1869.

There have been no changes of any importance in the Establishment or Management of the School during the year.

The Society has not been able, as in my report last year I expressed a hope it would, either to build on its own land or to purchase the present School premises which are rented at Rupees 120 per mensom I intend however to send in an application for a Special Grant from Government to assist us in carrying out one of the above measures during the next year.

During the year 1868-69, 125 boys have been admitted and 133 have left.

The attendance has been very irregular, and though we have visited the parents and spoken to them about the benefits of regular attendance, I don't think we have effected any change. Very often however boys are absent for days without their parents' knowledge or consent.

The attendance also varies very much—for instance in July 1868 the number on the register was 180, number present at all 150, while in November the number on the register was 221, number present at all 180. This is to be accounted for in great measure by the number of boys who go into the Burmese Schools during the rainy season.

Of the 203 boys at present on the register 35 pay no School Fee, 45 pay eight annas, 5 pay twelve annas, and 118 pay one rupee per mensem. Of the free boys 18 are in the first two classes, and it is now only in very exceptional cases that boys are admitted free. I think it a great mistake that any ever were so admitted.

The present staff consists of a Superintendent who teaches in the School during the morning. An English trained and Certificated Master, and six Pupil Teachers all Burmans.

The School hours are from 9 to 12 in the morning and 1 to 3 in the afternoon.

The School is well supplied with books and apparatus. The general health of the boys has been good; there have been no cases of serious illness.

The conduct of the Pupil Teachers and boys has been satisfactory.

I have &c.,

JOHN FAIRCLOUGH.

Maulmain, April 1869.

To

P. HORDERN, Esq., B A.,

Director of Public Instruction,

British Burma.

Maulmain, 16th April 1869.

SIR,—I have the honor to submit the Annual Returns of St. Patrick's and St. Joseph's Schools for the year 1868-69 ending March 31st.

I have nothing particular to report upon the above mentioned Schools; they have been visited by you during the past year, you were present at their public examination. Consequently you have been enabled to form your opinion on the worth of these two Schools.

The number of Pupils in St. Patrick's School has slightly decreased since the beginning of the present year; having taken into consideration your remarks "that the classes were too large," and not being just now capable of securing another Master, we have refused admittance to several heathen lads; however this is but a temporary measure, as we expect an additional help in our teaching staff during the present year.

St. Joseph's School keeps honorably its position among the Educational Institutions of the Province.

The number of Orphans boarded by the Convent has decreased from 38 to 25, and still there are 117 pupils on the roll against 108 last year, which makes an increase of 22 day-scholars.

There is another School in connection with the Catholic Mission which has not yet been reported upon; it was established some fifteen years ago under the name of St. Mary's School.

It is situated at Myangoon on the ground of the Catholic Chapel; it is a Female School and purely Vernacular, it is attended by from 50 to 60 girls, who are taught in reading, writing and ciphering, as also in the various branches of needlework.

In December last, this School was examined by Bishop Bigandet, the Director of Public Instruction being present; the pupils were made to read fragments of the Budhist Sacred Scriptures, written on palm leaves, and they acquitted themselves of it not only with facility, but also with intelligence, giving with perfect accuracy the meaning of the words which they had read when it was asked of them.

The above School has up to this been entirely supported by the Catholic Mission, and in consequence we have had to restrain the Establishment to one Mistress only. But we expect a *Grant-in-aid* (it was applied for last year,) when we shall place this very useful Institution under a footing better calculated to attain all reasonable success.

I have &c.,

F. GUERIN.

To

P. HORDERN, Esq.,

Director of Public Instruction,

British Burma,

Rangoon.

Sir,—I have the honor to return the accompanying Form C. filled as requested, for St. Peter's Institution, Bassein.

Appointed to succeed Father Dummollard on his leaving for Europe, I took charge of the Institution on the 10th of August 1868.

The English Department being conducted by the Christian Brothers, no material change as to the method of instruction has been since introduced in it. The Brothers have discharged their duly zealously. They have been particular to make the pupils understand what they read, and to give them frequent excercises of translation.

The Vernacular Department was under the more special direction of Father Dummollard, and slight changes have taken place as to the method of studies in it, after his departure.

At his departure, five pupils had nearly completed this course, having gone through the books of Arithmetic, Geography, and the portions of History aud Geography, unto that published. By the end of the year, three of these left for their respective places, the two others have been engaged in the Press.

The above mentioned School books have cost much labour to Father Dummollard in compiling them, and great expense to the Press of the Institution in publishing them. But they have given great efficiency to the School.

At the re-opening of the School after the Christmas holidays, the number of pupils has increased by 12 lads from the different Schools of Myoung Mya Kanazagong and Histhaday. The actual number is as great as could be admitted, according to the purpose, and the means of the Institution.

I have &c.,

G. D'CRUZ.

Bassein, 5th April 1869.

REPORT OF THE CATHOLIC ANGLO-VERNACULAR SCHOOL OF TOUNG-OO.

To

P. HORDERN, Esq.,

Director of Public Instruction,

British Burma.

Sir,—I have the honor to submit to you the report of the Roman Catholic School of Toung-oo, according to your request.

Rev. Father D'Cruz having been called from Toung-oo by His Lordship the Right Rev. Bishop Bigandet, I was appointed Superintendent of the School, and entered upon my duties on the 30th of June 1868. Also the

2nd Teacher, Private Rielly, left the School, being obliged to leave Toung-oo with his Regiment; I have done my best to supply this deficiency.

The departure of Rev. Father D'Cruz was a great loss for the Vernacular branch. I have done my utmost to supply his place, but an efficient teacher is required; should my means allow me to engage one the Vernacular branch would soon become very flourishing. The English School, owing particularly to the constant efforts of the first teacher, Private McCormick, is making continual progress. Here I submit to you the division and the studies of the different classes of the School. The pupils are divided into 4 classes. The first class consists of 14 pupils, 12 of whom are accessions from the 2nd class of the preceding year; the average age is 13 years 4 months. The second class consists of 15 pupils, 11 of whom passed from the third class during the year. The average age is 14-6. The third class consists of 8 pupils, average age 11 years 4 months. The fourth class consists of 15 pupils, average age 8 years and 6 months. The studies of the different classes are. *First Class*—Reading (Third Book Christian Brothers'); Dictation (English Sentences Simple and Compound); Translation (the above put in Burmese); Grammar (Parsing and Syntax); Geography (Europe, Asia and Africa); Arithmetic (Simple Compound Proportion and Vulgar Fractions); Writing (round and small hand text on paper). *Second Class*—Reading (Second Book Christian Brothers'); Dictation (Simple and Compound Sentences); Translation (the above put in Burmese); Grammar (Etymology); Geography (Asia); Arithmetic (Simple and Compound Rules of Multiplication and Division and Simple Proportion). *Third Class*—Reading (Sequel to Second Book Christian Brothers'); Spelling (Sequel); Dictation (English Simple Sentences); Translation (the above put in Burmese); Geography (Outlines); Arithmetic (Simple Addition, Subtraction and Multiplication); Writing (large hand text on paper). *Fourth Class*—Spelling (Christian Brothers' First Book); Arithmetic (Numeration); Writing (simple letters and figures on slates).

The Deputy Commissioner and Mrs. McMahon visited the School during the year and expressed their satisfaction with the progress of the boys, and the Deputy Commissioner told me that if necessary he would send a report to you.

But whilst the Boys' School is progressing I am sorry to say that of the Girls' School there remains but a shadow. I hope to be able little by little to place it in a good state, but I must confess that it is a very difficult task, both on account of want of funds to engage a competent School Mistress, and of the particular character of Burmese people who seem to take very little care about girls' education. At the close of the year 1867-68 in the Boys' School there were 54 pupils on the rolls; during the year 29 have left School and 25 new pupils have entered, so that at the end of the year just closed there remained on the rolls 50. Of the 29 pupils who left the School during the year, 4 entered Burmese Monasteries, 3 became shopkeepers; 10 removed from Toung-oo to Rangoon and other places; 1 died, 8 were unwilling to pay School fees. In general the cause of the decrease is explained; 1st, by the unwillingness of the people to pay School fees; 2nd, by the necessity of dismissing some boys on account of their too irregular attendance; 3rd, by the caprices of the boys not sufficiently controlled by their parents.

The Girls' School is reduced to 7 pupils, the other having left Toung-oo; they learn to read Burmese and needle work.

The attendance in both Schools is regular as far as can be expected in a Burmese School. From time to time there is some feast, some funeral, or some visit to a Pagoda, which causes many boys to be absent, two, three, or more days, but on account of the strictness observed on this point the attendance is more satisfactory than it formerly was.

The School Fee is 1 Rupee per Month, but I find great difficulty in collecting it. The Burmese say that the School is supported by the Government.

In the School a strict discipline is observed, and I have nothing to complain of in the boys behaviour whilst they are in the School. The health of the boys in general has been good.

I will close my report, calling your attention to the necessity of a new School house. There is no doubt that the School will increase very much if I succeed in erecting a good building. I have made already some expenses, but I cannot continue until I receive an answer to the application I send you for this purpose.

I have &c. &c.,

T. CONTI,

Superintendent of School.

TOUNG-OO,
1st April 1869.

Prome, April 13th 1869.

To

P. HORDERN, Esq.,

Director of Public Instruction, British Burma,

Rangoon.

SIR,—Having made out the Returns of the Schools under my superintendence, agreeably to the instructions given, I now write for your information a few additional particulars.

Since your visit to Prome in the months of April and May last, the inhabitants have suffered much from the Small-pox, there being scarcely a family without one or more of its members having suffered from it, and in many cases it has proved fatal, especially so among the children. The virulence of the disease has been such, that neither vaccination, nor inoculation in several cases has been any protection.

The anxiety of parents for their children has been great, and the Schools have been irregularly attended, some of the scholars having to stay at home to help to take care of a younger brother or sister. I know of only one case among the English School scholars—a promising boy of 5 years old, and he has recovered, and is again with his school companions, having only a few pox marks on his head. One death occurred in September among the Scholars of this School—a Shan boy, 7 years old, who died of Cholera. His Grand-mother neglected to inform me in time of his illness, or his life might have been saved.

" The suggestions you made when here regarding the Scholars of this school have been remembered. All who are able to write English and Burmese tolerably well have to do so now, without ruling the lines; and writing from dictation has been more closely followed than it had been before your arrival. The exercises in Mental Arithmetic with all the scholars, accustomed to think and familiar with Notation—Addition, Subtraction, Multiplication and Division, have also been regularly kept up, and are becoming daily more and more interesting to the scholars themselves. Two of the older boys, besides attending to their ordinary studies, are learning Geography and Grammar, and one is able to parse short sentences in Murray's Exercises. Composition in English and the same translated into Burmese is make a weekly exercise. The smaller boys write simple sentences of their own making, from observation of men and things around them—as the meaning of words, they do not understand, are required to be found out by their own exertions, Dr. Judson's "English and Burmese Dictionary" is indispensable to buy them—have bought them, and *five* are in daily use in the School. Of the scholars not Burmese, two are Mussulmen, one Chinese, one Madrassee, and one Chin. On the roll of entrances from April 1st 1867 to March 31st 1868 there are 58 names, and 15 of these have been entered since April 1st 1868. Although the Burmese parents seem desirous to have their boys taught the English language, they have no idea of the difficulty of acquiring it, nor the length of time it requires before a boy can obtain a moderate knowledge of it. Hence the most trifling excuse is given for keeping promising boys at home, some to take care of the babies, some to go to the Kyoung for a time as "Shin-byoos," and others to go to Rangoon to attend a so-called "Mr. Marks' School," or some others. This course being taken, at a certain age, when the boys ought to be students and hard at work in acquiring knowledge, they are inflated with pride and self-consequence and too lazy to do anything for themselves of importance.

The Mixed Schools in Prome, being in the centre of the town, have not fared so well as the Mission English School; this being near the river, and more healthy than places in the town. In No. 2 School, taught by Ma Baw, two boys and three girls have had the Small-pox, and have recovered. She and her husband have had some experience in treating such cases according to the Burmase way, and this may account for their recovery. In No. 3 School, taught by Ma Hain-daw three boys and three girls have had the Small-pox, and it proved fatal to two of them, a boy and a girl. In the usual Burmese way no fees have been exacted for teaching, but presents, amounting by a rough guess to about Rupees 3 each, has been received some times wearing apparel and at other times eatables. No. 2 School has on its rolls 25 names, viz. boys 11, girls 14. No. 3 School has on its rolls 22 names, viz. boys 7, girls 15. The Mixed School No. 1 at Engmah, has received quite an addition to its numbers. Six Karen boys having come to learn Burmese. It has on its roll 34 names, viz. boys 31 (including the 6 Karens) and 3 girls. The small Mixed School at Poungday numbers 9 scholars, viz. boys 5, girls 4, taught by Ma Nan-Singe, has been given up, as the scholars from sickness and other causes failed to attend. After the rains, when the road in that direction will be passable, an effort will be made to re-establish it.

Yours respectfully,

THOMAS SIMONS.

To

P. HORDERN, Esq.,

Director of Public Instruction,

British Burma,

Rangoon.

Maulmain, March 31st 1869.

Sir,—I have but little to say in addition to what may be learned from the accompanying Table regarding Dine-woon-quin and Morton Lane Schools.

The difficulties with which we have had to struggle during the last six months of the Morton Lane School, are insignificant compared with some others, which are omnipotent, and I fear are insurmountable. If other Schools do not have these difficulties to contend with I heartily congratulate them.

I allude to the constantly recurring excuses of absentees for non-attendance. It is all for the want of a correct appreciation of the advantages of a good education on the part of parents and guardians, which can hardly be expected of the majority of the parents of the present day. The length, breadth and depth of their desire is that they may acquire just so much learning as will be a stepping-stone to a lucrative position in Government employ; and the least possible amount of knowledge to serve their purpose is all they are anxious to secure. In teaching Natives a foreign language too much attention cannot be paid to the elementary sounds of the language in which they are to be instructed, the vowel sounds. I fear this matter is not properly appreciated. Hence in teaching English, the teacher should be one with whom the English language is his Vernacular, but who has a tolerably delicate ear for the distinction of sounds. He should moreover be sure that his pupils understand what he says. If he gets one single idea into their minds in a day, he is making progress. If he merely skims on the surface of things, and is satisfied with the ability of the pupil to answer his question, he may work months to no profit. He might teach a parrot the same things in the same time. I note your inquiries in your paper of February 29th 1868 to Mr. Norris, and presume that they will not be regarded as inappropriate at the present time.

You seek first, for the cause of "increase" and "decrease" of numbers. In addition to the general cause already mentioned (want of interest by the parents) I may here copy a few explanatory sentences from a Report of the head Master last year. "Left for Rangoon. Expelled for theft. Expelled. Sick. Left. Could not pay. Gone to hire. Taken out by parents. Wanted to go to the Government School, and his fond Papa could'nt say, Nay."

Changes in the School.

The change most seriously affecting the welfare of Morton Lane School is the change of Head Master, which, as a matter of course, always works a temporary disaster, and which I do not think we have jeopardized the interests of the School by the change. I am not quite satisfied that any Native, whatever may be the amount of his intellectual training, is fully competent to take the entire charge of a School where English alone is taught to the Natives. And to get such men we must offer them sufficient inducements in the way of salary. We cannot hire such men with the means at our command.

Buildings.	Ample, and kept in good repair.
Books.	A fair supply. Some scholars must be supplied gratuitously, or they suffer for the want of them.
Health of the Pupils.	Very good, School houses in healthy locations and kept in good order.

At Amherst we have a flourishing Vernacular School, one of the eight for which Mr. Norris asked aid last year. I visited the School ten days ago, and can testify to its healthful condition. The teacher is a young man educated in one of our Mission Schools, and is capable of taking his pupils through the rudimental parts of Arithmetic and qualifying them for Schools of a higher grade. The School house is the Mission Chapel.

At Kama-Wet, the place alluded to by Mr. Norris in the same paper under date August 17th 1868, a School house and house for teacher has been built at an expense to the Mission of between 4 and 500 Rupees, and a flourishing School established on the 1st of January current, which now numbers twenty five scholars. It is a Talaing village, but Burman alone is taught in the School. We expect this will be a permanent institution as we have established a Mission Station there, and hope the Government will not object to our adding this to the number of Village Schools in our application for aid the next year.

I have seen the teacher of the School at Kyah-Eng, another of the Village Schools, and feel a good degree of assurance that a School must, under his supervision, be a success. He was educated at the Karen Theological School in Rangoon.

I have &c. &c.,

R. B. HANCOCK.

To

P. HORDERN, Esq.,

Director of Public Instruction,

British Burma.

Sir,—I have the honor to send you herewith the Statistical Tables of the Burmese Mission School at Bassein, and three Burmese Primary, or Village, Schools in the Bassein district, that are under my care.

2. The Burman Mission School in Bassein was first opened by the undersigned in 1857, but owing to my other duties I could not until the past year give but little time to teaching, so that the instruction in the School has been given mainly by Native teachers. As properly qualified teachers could not be obtained, I devoted five months the past year to teaching in the School; aided by two native teachers: as the result the pupils very soon increased from forty four to eighty seven—a daily average attendance of sixty four. I intend to devote five months each year in future to teaching in this School, and while the course of instruction will be such as to impart, through both the English and Burmese tongues, a good secular education, together with moral and religious instruction, the especial object of the School will be to fit young men for teachers of Primary, or Village, Schools.

3. The three Village Schools, the Statistical Tables of which I send you herewith, were commenced four years since, have each year been increasing in the number of pupils, and in favor with the people. The first year they had only an aggregate of twenty seven pupils, the past year seventy four. No Grant-in-aid has been made to these Schools, but if the small amount recently applied for is received we have reason to hope that these Schools will become permanently established and do an efficient work.

Within the past month a School has been commenced with thirty pupils in the large and important town of Kyun-pyee. All classes of the people manifest a commendable interest in the School; should this continue and the number of pupils increase, after a few months an application for a small Grant-in-aid will be made. Maps and other School apparatus can be obtained by having a small Grant-in-aid each year, which otherwise they could not obtain; and the moral influence which a small amount of aid from the Government exerts on these Schools is very beneficial.

I have &c. &c.

J. L. DOUGLAS.

BASSEIN,
March 31st 1869.

To

THE DIRECTOR OF PUBLIC INSTRUCTION,
BRITISH BURMA,
Rangoon.

Dated Sandoway, 6th April 1869.

SIR,—With reference to your Circular No. 732 dated 1st March 1869, I have the honor to submit the required form properly filled up, and report regarding the progress and state of the School.

The Aided School was established by the private community on the 23rd March 1867. It is located near the European quarter of the town, opposite the Sandoway river, near the Government Treasury. The total number of Boys in the School is at present 25, of whom 14 are Burmese and Arakanese and 11 Mug Musselmans. The daily average attendance of the year is 24, the boys are very willing to be educated, and their parents pay much regard to the cause of education. An increase of boys is expected should the aid of Government continue.

The School is now thriving under present management. The present School Master was appointed on the 12th January 1869, on a salary Rs. 40, of which Government pays Rupees 20, and the remainder is made up from School Fees, paid according to a sliding scale by the pupils in proportion to their advancement, the lowest fee for beginners is two annas per month, and the highest fee one Rupee. Should the amount of fees realized fall short of Rupess 20 per mensem, the difference is made up to the teacher by five guaranteeing householders.

Government aid has been received only since the 12th of January last. No girls attend the School. The education imparted consists of English Reading and Translation, Spelling, Writing, with Grammar and Arithmetic.

The Burmese language is not taught. The hours of attendance are 10 A. M. to 4 P. M., ordinary, and from 6 to 10 A. M. in the hot weather.

I have &c.,

HLA JAN OO,

Head Master,
Aided School, Sandoway.

From

THE CHAPLAIN OF MAULMAIN,

To

THE DIRECTOR OF PUBLIC INSTRUCTION,

BRITISH BURMA.

SIR,—In my general Report furnished last year of the Church of England Orphanage under my charge, I then roughly explained to you the character of the School and its objects.

Such being the nature of the School, there really is nothing left to add to that Report.

There has been no change in the management or attendance: and in the matter of Progress, if I say that we are very much where we were last year, I shall be speaking about the truth.

One improvement, however, I was glad to be able to report—this is in the state of the Building. I reported the Building last year in very bad order, but I expressed a hope that we might soon be able to put it in repair.

This has been done more thoroughly even than I hoped, so that the building is now in thorough repair and neat in appearance.

Some few years ago, Colonel Phayre, wholly insolated and of his own free will, ordered the Department Public Works to keep the roof (a leaf one) in repair annually, by way of a slight help to the Institution.

Up to this year this was done. On application, however, to the Executive Engineer here, some months ago, to have the roof renewed as before, he, considering that the order (of which personally he knew nothing) was absolete, declined to do the work.

This led to a direct application to the Chief Commissioner, who kindly sanctioned the sum of Rupees 400 towards repairs.

The surplus from this sum, after roofing, together with some Rupees 300 taken from our School funds, has enabled us thoroughly to repair the Building.

I am, Sir,

Your faithful Servant,

C. S. P. PARISH,

Chaplain.

Maulmain, April 1st 1869.

P. S. In filling up columns 24 and 25 of Table C., I have left the extraordinary outlay for repairs out of the question, dividing column 19 by 8 A., and the amount of Grant-in-aid only in column 11 by 8 A.

C. PARISH.

To

THE DIRECTOR OF PUBLIC INSTRUCTION,
BRITISH BURMA,
RANGOON.

SIR,—I have the honor herewith to present a Report of the Village Schools among the Sgau Karens of the Rangoon district.

My very long absence in Karennee this season is the reason for delay in making out the report.

I regret to be obliged to report a less number in the Schools this season than the year before. This is owing to the extreme prevalence of measles and whooping cough. The extreme prevalence of these infectious diseases prevented children from being sent in as usual from villages near the Schools. The numbers are 796 for 1868 against 979 for 1867.

In the Schools examined I noticed a considerable increase of efficiency.

I am exceedingly anxious that you should personally examine a number of the Schools. Your presence at the examination would be a powerful stimulus to the teachers of the Schools, and you could then form an independent opinion of the progress which has been made.

Work has been steadily carried on at the School Press, and as the fonts of types are now nearly complete, we may expect during the coming season to commence the supply of the School books so much needed.

I have as requested attempted to separate the amount granted to each School into its componant parts of "Receipts from Government" and "Receipts from Subscriptions, &c." but I wish to state the manner in which the money is disbursed.

We have a Board of Trustees composed of seven prominent natives.

The Treasurer makes a report to them of all monies received from Government Grant, Subscriptions and Donations. The gross sum is placed at the disposal of the Board.

As I informed you in a previous report the most of the donations of the Karens are in kind directly to the teacher.

The Board being personally acquainted with the situation of each School Teacher make him a Grant in proportion to the necessities of his case, enough to enable him to carry on his School. Some, you will notice, receive enough to make them independent of the fund I have just mentioned, and they are reported as being "supported from other sources."

Though the amount granted to each Teacher has been made as a single sum, I have in the Tabular Statement separated the sums into the component parts required, by crediting a sum proportioned to the number of pupils to the Government Grant and the balance to Subscription made to the General School Fund.

The village subscriptions being in kind have been taken no note of.

I have &c.

J. B. VINTON,

Karen Missionary.

Rangoon, 15th April 1869.

To,

P. HORDERN, Esq.,

Director of Public Instruction,

British Burma.

Kemendine, 22nd June 1869.

Sir,—I have the honor to acknowledge your letter of the 21st instant No. 898.

In reply I beg to remark, that the number of pupils reported in the Table were in School only during the rains, *i. e*, five months. For four months of the dry season, Mrs. Brayton had a small School of a dozen pupils assisted by the Native teacher.

The sources of Receipts are three:—

1st. Contributions from Karens.

2nd. Grant-in-aid from Government.

3rd. American Baptist Missionary Union.

I do not now require any monthly fee from the pupils; because after having given it a fair trial, I am fully satisfied it does not work well. It is calculated to give the pupils and people a very meagre idea of the value of education, and of what it actually costs. For when the pupil has paid his fee, he feels, and the parents feel, that he *has paid for his education.* Besides, I can get more money in contributions, while the influence is much better on the minds of both pupils and parents. Hence if that be an indispensable rule to receiving "*Grant-in-aid*," it will be an effectual bar to my making any application.

The School the past season was more than usually interesting, as we had more *reliable*, and promising young men than we have ever before had. Their interest in study gave great encouragement to the teachers and promise of future usefulness. Their moral conduct was all that we could expect, and such as would put to shame some Schools I have known of much higher pretensions.

I have &c.,

D. L. BRAYTON.

REPORT ON VILLAGE SCHOOLS 1868-69.

There have been reported to me this year 38 Village Schools in connection with the Karen Education Society, having an aggregate number of 556 pupils. These Schools generally but not exclusively are in operation during the rains only.

There have been taught also three Special Village Schools of a higher character than ordinary, and taught by better qualified teachers, who reported in the aggregate 200 pupils.

One was taught at Bangalay among the Pahns, by Shimon, one of the ordained preachers in charges of the Pahn Churches. He had in his School 23 boys and 15 girls. Another was taught in the centre of the Eastern Bghais by Banno. He had 51 boys and 22 girls.

The third was taught by the Bghai ordained preacher Mo-khe at Mau-the-lai-hau in the midst of the Northern Ka-ba-Bghais and Kedens. He reported 67 boys and 32 girls.

Add to these, Mrs. Mason has now four of her young women teaching special Schools in the Northern villages, and she had four out also in the August vacation. These so far as yet reported show 132 pupils in these Schools. Thus we have a total of 312 pupils taught in these Special, or Extra Village Schools.

This is very creditable when it is borne in mind that not one of the teachers or Schools has received any external aid, but all have been self-supporting.

It would be difficult to find in any other region in Burma 49 Schools in operation with 49 teachers and 898 pupils, unaided by Missionaries, Missionary Societies, or Government; and the results are due, to a very great extent, to the efforts and aid and influence of the Karen Chiefs in connection with the Education Society.

The Schools have been scattered all over the Eastern mountains of Toung-oo from the vicinity of Nat Toung beyond the water-shed, at the South East corner, to the pot of the *Kyouk-taing*, or boundary pillar, on the North. They are among the Sgaus, Pakus, Maunepghas, Peut Bghais, Tunic-Bghais, Mopghais, Kaba-Bghais, Kaden-Bghais, and the Gaikhos.

The great want of Toung-oo now is Village Schools. The Village School lies at the foundation of all efficient or permanent operations for Karen education. The Karen as a nation can never be educated by boarding Schools in towns, and it would be a wise policy both for Missionary Societies and Government to give more attention to increasing the number of Village Schools, and raising the standard of instruction in those that exist; but that can only be done by requiring those who seek admission to the boarding Schools in town to pass an examination in the elementary studies before admission, and this was the original programme of the Karen Young Men's Normal School, and Karen Female Institute.

F. MASON.

TOUNG-OO,
31st March 1869.

Miaounmya, 1st Avril 1869.

MONSIEUR,—Conformément à votre Circulaire No 732, j'ai l'honneur de vous envoyer la forme marquée C, au sujet, des écoles de Kanazogong et de Miaounmya.

J'ai sous ma direction quatre écoles primaires, deux de garçons et deux de filles.

J'ai eu sur les roles pour l'année 68-69, le chiffre de 106 enfants. Sur ces 106 enfants, 9 sont passés de mes écoles à l'ecole normale de Bassein, 7 sont rentrés dans leurs familles.

101 de ces enfants sont Talaings, Carians (Sgau). Les paiens m'offrent rarement leurs enfants. Au reste ils men offriraient que je serais, fort gêné pour les entretenir.

Tous les enfants dont ye conysasent mes quatre écoles sont tous Chrétiens. Yai de grandes dificultes pour determiner les parents á me confier leurs enfants. Cela tient en grande partie á le que les Carians ne congsrement point encore les advantages dino cours instruction. Toutes fois mes efforts ne sont pas sans quelques succés. Mes écoles sont en progrés. Les primairés années qui suivirent leur foundation, la moyenne des enfants était de 36. Les années suivrants elle fut un peu plus forte et cette année elle a éte de 94. Aux des rosources pecuniaries cett moyenne pourrait augmenter graduellement et atteindre un chiffre de Ceaveaujr Supcreiur, a celui de cett année.

Le but principal de mes écoles est de donner aux juines Carians une course de solide instruction religieuse. Toutesfois le simple exposé des matierés que nous leur enseignons, suffira pour èstablisque nous ne négligeons nullement l'instruction primaire.

La grande majorité de enfants à leur entrée a l'ecole savent trés peu de Birman. Le premiere chose à faix est done de leur en appreidre quelques mots. Des qu'ls commencent un peu â comfrendre, l' instruction leur est donnèe uniquement en Birmese. Cette instruction consiste a leur apprendre à parler, lire et ecrire le Birman. Nons leur donnons quelques légires notions d'histoire, de Géographie, de calcul d' Arpentage, plustard d'A lgebre de Geometrie d'Astronomie. Nous leur apprennons ussi à lire le Latin. Enfin nous leur enseignons du peu de plaint-chant, pour les mettre ci meme de pouroir chanter quelques hymnes, Burmanes, Carianes, Latines, &c, &c.

Les petites filles recoivent abolument la même instructions que les petits gorçons; de plus elles appremeut a faire quelques petits ouvrages à l'aiguille. Les enfants Carians appremeut asses facilment le quoi bio enseigne, Generalment les petites filles appremeut plus vite que les petis garçons.

* * * * * * *

Mes deux écoles des filles sont entierement reparcis de cellis des garçon, soit pour le local, soit pour des maitres, soit pour tous les autres rafforts.

* * * * *

Votre tout devoué serviteur,

P. BERTRAND.

To

P. HORDERN, Esq.,

Director of Public Instruction,

British Burma.

Bassein, March 24th 1869.

Sir,—As will appear by reference to a letter addressed to you on the 1st instant by the Rev. J. L. Douglas, that gentleman has formally made over to me the charge of the Sgau Karen Schools in this district. I therefore have the honor to forward to you herewith the Statistics for the year 1868-69 of those Schools under my care which have received Government aid.

2. As you have been duly informed of the state and progress of the Sgau Karen Normal and Industrial Institute during the past year by the Rev. Mr. Douglas, who has had charge of the School during the greater part of the year, I need only add a few words in explanation of the Statistical Table.

(*i.*) Column 14 includes Rupees 3,000 which is a moderate proportion of the salaries and allowances of the four Missionaries (one male and three female) who are connected with the teaching staff of the School under the support of the American Baptist Missionary Union,—and Rupees 1,274 contributed to the School in cash by the Karen Christians of this district.

(*ii*) Column 17 includes Rupees 608 the estimated value of 1,013 baskets of Paddy given to the School by Karens—and Rupees 407-1 the proceeds of furniture, &c. made by the Industrial Department and sold for the benefit of the School.

3. With regard to the Table returned for the Aided Village Schools, I regret to say that owing in part to my recent arrival in Bassein, and in part to the fact that the Native School Masters in the district have not been accustomed to keeping minute records of the daily attendance, the studies pursued by the several classes, &c. &c., I find myself unable to fill out with completeness the forms received from your Office. The Burmese language was studied more or less in most of the Schools, but in how many, I am unable to say.

4. I would beg to suggest at this point the desirableness of having suitable forms prepared in the Karen language and printed by the Government for use in the numerous Village Schools among that people. The Rev. Mr. Smith, or the Rev. Mr. Vinton, Karen Missionaries in Rangoon, would either of them, I doubt not, take pleasure in assisting the Director of Public Instruction in the preparation of such forms. The native teachers, after a little explanation, could doubtless be induced to keep such records and return the forms duly filled up to the Missionary Superintendent monthly or oftener as might seem best to you. The Government could thus be sure of having at all times full and accurate information with regard to the Village Schools in the several districts.

5. A discrepancy may be observed between the names of the Schools for which aid was applied for by the Reverend Mr. Scott, and the names of the Schools herewith returned as having received that aid for the last year. In three instances, owing to different causes, there was a failure in the Schools which had been applied for. The money was therefore withheld and divided by the Missionary between some eight other Schools which seemed to deserve aid.

6. In addition to the thirty two (32) Schools which are reported as under Government patronage, I am happy to say that Schools have been successfully maintained in twelve other villages from funds raised entirely in the Native Christian community.

7. The total number of pupils in the Aided Village Schools is 1,006. If we include the 12 Unaided Schools, we have a total of 1,206 pupils, boys 691, girls 515. The Government Grant-in-aid was Rs. 1,290 only, or a trifle more than one rupee for each pupil.

8. I should state that the amounts exhibited in column 14, include in all but one instance, I believe, only the sums paid in cash by the villagers

to the School teachers for their services as teachers. The money and labor expended on their School houses—the constantly increasing sums paid for text books, stationery, black boards, &c., as well as the board of pupils which come from a distance and receive board gratuitously in the village—are without exception not included. Of course it follows that these sums are all to be charged to "current" and not "extraordinary" expenses.

9. I would beg leave to inform you that mainly by my personal exertions we have succeeded in locating for their vacation of two or three months about thirty of the young men from the Karen Theoligical Seminary at Rangoon, in dry season Schools, mostly in the weaker villages of the district. Four (4) of these Schools are in new localities where a School was never established before, and the majority of them are in places where no really efficient School ever existed As these Schools are now in progress a report of them will be furnished next year. I indulge the hope that these and subsequent efforts in the same direction will tend to increase the number and improve the character of the Village Schools in this district.

10. I would take the liberty here to add that after four months, mostly spent in visiting these Christian villages and making the acquaintance of the teachers and pastors, it is my opinion that the School system now in operation in the Bassein jungle may be largely extended and improved. In a baptized adult community of 6,000 souls, there must be at least an equal number of children of suitable age for the Primary School, while but 1,200 are reported as in attendance. The people are, however, year by year making up more and more to the importance of a Christian education for their children. In several communities, they are doing liberally, making sacrifices out of proportion to their means for this object, but they are poor. In many places even a meagre supply of good books and maps, and the services of a moderately competent School Master are beyond their reach. We have not present forty four (44) young men from Bassein going through a five years course of study in the Seminary at Rangoon, year by year they are graduating and coming back to their homes, but only the very strongest villages are able to offer them an adequate support. A more liberal Grant-in-aid from Government, equal to the cash contributions of the villagers themselves, would enable them to secure good teachers and a comfortable supply of text books in nearly all of the villages. A better class of teachers would of course attract a larger number of scholars, and re-act most favorably upon the higher Schools of the town.

I have &c.,

C. H. CARPENTER.

To

P. HORDERN, Esq.,

Director of Public Instruction,

British Burma.

Bassein, 1st April 1869.

Sir,—I have the honor to return the forms lately furnished, with the information requested, so far as applicable to our City and Village Schools.

2. A new impulse has been given to our Schools, both City and Village, during the part year. The number in the City School, 32, though not so large as we had expected to see, was a decided advance on the previous year. Fully one half of this number you will be glad to learn were females, whereas in the previous year there were none but males, nor ought we perhaps to expect too much at first, from the additional help afforded us, by the arrival of Mrs. VanMeter and her associates. They did not reach here until the beginning of the School season, and then for their first course had to sit down to the study of the language. Before the close of the season, however, they were all able to take some part in teaching or other exercises of the School.

3. You will notice a marked increase in the number of Village Schools and pupils—some 300, you will perceive is about double of that reported for last year. In some cases, distant villages, from which reports have not been received, but where assurances were given that Schools should be established, the number is estimated. Many of these Schools are now in operation, and will continue at least until the rains are so far advanced as to require the aid of all hands in farming operations. Others will continue on during the rains. The length of time of their continuance, however, will in some cases, if not in all, depend upon their receiving or not receiving the Government Grant-in-aid already applied for on behalf of eight of these. We have given them every reason to expect this aid and hope that we shall soon know definitely that such appropriation has been made for them.

4. The total in City and Village Schools—including what may be called irregular scholars may be set down in round numbers at 330. It is the case to a greater or less degree in almost all our villages, that there are those who are learning to read and receiving an education whose names do not appear on the School rolls. In some cases nearly every member of the Church can read, although but few of them may have been enrolled as scholars. As an instance I may cite the case of the Church of Lehpau-gon near Pantanau, of some 30 members of whom, only one, and that one a woman, too old to learn, is unable to read.

5. It may be a fact not unworthy of mention here that in seven of these Schools young women are now engaged as teachers. These young women have studied here and at Rangoon, and are as well qualified in most respects as are the young men. And the younger children, we are told by Pastor Poh-Kway, are most happy and contented with them than they are with the young men. This arrangement will also we trust do much to remove the prejudice that still exists in the minds of some against female education.

I have &c.,

H. L. VANMETER.

To

THE DIRECTOR OF PUBLIC INSTRUCTION,
BRITISH BURMA.

SIR,—I have the honor herewith to forward to you the tabular view of Karen Schools in the Myan-oung district for the year 1868-69 in accordance with your requisition.

Although I am not able to report much decided *progress*, in the matter of Schools and education for the period above specified, still, I feel certain that there has been no retrogression. The number of the pupils studying in the Schools aided by Government has slightly increased in the zeal of the Village School Masters, as exhibited in their efforts to bring in and to retain pupils, is altogether commendable.

The contributions of the villagers themselves to the support of their Schools, though apparently not so large as in former years, have not I believe, in fact fallen far if at all short. The returns have not in all cases been carefully made out. Contributions in kind, as well as money and labor expended in the erection and repairs of School buildings have been in many cases overlooked. It is my conviction that the income from other sources has not been less than the amount of Grant-in-aid received from the Government.

I am sorry that the habit has not been formed by the village teachers, of keeping a proper registry of attendance, expenses, &c. As the easiest method to induce such a habit, I would respectfully suggest that forms be prepared in both the Karen and Burmese languages, printed and placed in the hands of the Village School Masters, as a guide to preparing a proper register of their respective Schools. Until such forms, so prepared as to be readily comprehended by the Natives are distributed among the School teachers, I fear that the reports for the different districts must often be incomplete and unsatisfactory. I believe that all Karen School teachers are willing to keep a register, to the extent of their ability. I have ventured in my Returns in Table C to put down the average daily attendance and the average number of pupils on the rolls monthly, and the same with the total attendance. I believe that as a matter of fact, in these little hamlets, where every house is within a stones throw of the School room, the average and the total attendance does not greatly differ.

Besides the places where the Government Grant-in-aid was received, Schools have been kept up in eleven villages with a total attendance of 84 pupils.

As indication of the feeling of the leading men among the Karen converts of the Myan-oung district, in respect to the cause of education, I beg leave to call attention to a resolution which was recently unanimously adopted, in a large meeting of representatives for every part of the district. "In order that it may appear that the aid rendered to us by the Government for the past three or four years, has not been thrown away upon us, therefore Resolved—That though henceforth, on account of the absence of our foreign teacher, the Government may discontinue its Grant-in-aid, we will redouble our own efforts and endeavor from our own resourses, to make up the loss we shall sustain."

I fear that the Karens of the Myan-oung district will find it difficult to make the results altogether correspond with the spirit of their laudable resolution.

I take pleasure also in stating that at the same meeting measures were taken to establish a kind of *High School* in the village of Ka-noo-gyee, to take in some measure the place of the Normal School in the city of Henzadah, which is, for the present discontinued. For this purpose Rupees 300

were at once appropriated, and the services of a promising young man, recently graduated from the Karen Theological Seminary, Rangoon, secured.

But however commendable the spirit of the Karen converts, with regard to vernacular education, their efforts cannot but be seriously crippled by the want of properly graded text-books in the Vernacular, and especially of *Atlases and Maps.* The supply of such books and apparatus to the Village Schools in Burma, would, I am convinced, be an inestimable boon.

I have &c.,

D. A. W. SMITH,

RANGOON,
March 29th 1869.

Toung-oo, 24th March 1869.

To

THE DIRECTOR OF PUBLIC INSTRUCTION,
BRITISH BURMA.

SIR,—I have the honor to submit the Returns of the Karen Normal Theological School for the year 1868-69, according to the request contained in your Circular No. 732 dated Rangoon 1st March 1869.

It will be seen that the School is as yet wholly dependant for its support on the aid received from Government and from subscriptions and donations. This must continue to be the case, until the Karens advance in civilization and prosperity sufficiently to enable them to appreciate these Schools and aid in their support.

It should also be stated that this School is not in Session throughout the year; only during that part of the year when the Karen young men can be released from their work of raising paddy, which is their only support. However, it is earnestly hoped that the growing interest in the School, on the part of the Karens, will soon enable us to continue the School throughout the year.

You will see that the number of pupils in School has fallen off from that of last year. This is due chiefly to the fact that Cholera, of which the Karens are excessively afraid, broke out in the town and jungle about the time of the opening of the School.

Some changes have been made in the manner of conducting the School during the last year. The strictest discipline, able to be enforced, has been introduced in all branches of the School. A Karen wholly unaccustomed to discipline knows little of its advantages, but with few exceptions this year has shown them to be tractable in this respect.

According to the proper meaning of the term "Educate," the aim constantly held in view has been, to *draw out* the minds of the pupils, and thus lead them to think and reason for themselves, rather than to make their memories store houses of knowledge. Hence, every pupil has been urged to conquer as far as possible his difficulties for himself. The fundamental studies have engaged their chief attention. It is hoped that thus the School shall advance year by year to the position which it ought to occupy

as the source of properly educated teachers for the jungle Schools. On account of the growing demands of the School for books, maps, and apparatus, it is earnestly hoped that a Grant-in-aid from Government of Rs. 1,500 at least may be secured for the year 1870-71.

It is also exceedingly desirable that our accommodation be extended in order that a department for the education of female teachers may be added.

The health of the School has been good for the last year, a progress satisfactory.

I have &c.

A. BUNKER,

Superintendent of the Karen Normal Theological School, Toung-oo.

REPORT OF THE KAREN YOUNG MEN'S NORMAL SCHOOL, 1868-69.

I. Name. This School is a part of the Toung-oo Institute under the Karen Education Society of Toung-oo, voted Auxiliary to the American Missionary Union.

II. When Established. The School was opened in 1853 by Mrs. Mason.

III. Objects. The main object of the School from its commencement to the present time, has been to fit young men for teachers of Village Schools, and to educate them up to any fixed standard, and then graduate them, like Academics and Colleges in Europe and America. Yet, should circumstances require it, we can give a good thorough education, scientific, literary, and religious both to students and for the Ministry and others.

Hence pupils often leave the School, when the demand for teachers cannot be better supplied, with very low attainments, but knowing more than those they go to teach, and when opportunity offers they return to School again.

* * * * * *

V. Numbers. The Director wrote in his Report for 1867-68: "I visited this Institute in January last. The time of the year was unfortunate for the Karen Departments, because these, like so many other Schools, are only open during the rainy season." It is quite true of "many other Schools" that they "are only open during the rainy season;" but this School and the Karen Female Institute, and the D'Ogley Burmese Girls' School were open that year ten months, and were in operation ten months the present year, and have been in operation ten months of the year for the last four years, even since they received Grants-in-aid. When the Director made his unanticipated visit it was a short vacation, and hence his mistake.

Again, the Director writes of this School: "The number on the rolls of this Department is 121, but the average monthly attendance only 33." It was not originally intended that the School should ever contain more than

fifty pupils, and it was intended that the Village Schools should be kept sufficiently high to retain in them advanced scholars. Nothing deteriorates our Village Schools so much as drawing away from them all their best scholars to the boarding Schools in town, and at the same time it greatly increases the cost of education. However, circumstances beyond our control have prevented the original plan from being carried out.

It may be here remarked that an "average monthly attendance of only 33" for ten months would equal 82½ for four months if the School had been kept only during the rains, as the Director supposed. This average, considering the time, is believed to be higher than had ever been attained by any other Karen School in Toung-oo before, or has been since.

The average attendance for the whole ten months this year has been small, on account of having to send away the students for the want of means to support them, but the average monthly attendance for December 1868 was 54½, and the number on the rolls for 1868-69 is 130 against 121 last year.

* * * * * *

VI. Results.

Printing has to be noticed as one of the studies of the School. Four have learned to print, and others have worked at the press occasionally. Had we more printing to do, more would learn the art, but with little work on hand and in prospect, we keep the wheels moving slowly to prevent their stopping altogether.

The Pali Grammar, wholly printed by the Karens under my superintendence, left the press this year, and of the last work we have printed, the "Burmese Hand-Book of Medicine," our late Chief Commissioner, Colonel Sir A. P. Phayre, writes under date of 23rd December 1868: "I had the great pleasure to receive two copies of your Burmese Hand-Book of Medicine. I need hardly say how delighted I am to see this, knowing that if properly used, it is calculated to do a vast deal of good. It is beautifully printed, and I am really astonished that you have been able to bring the art to such perfection in Toung-oo. This of itself, is evidence of the great advance made by the Karens under your care."

The Rev. Dr. Stevens, Editor of the "*Burman Messenger*," wrote and published in his paper for February 1869, a highly commendatory notice of the work in the Burmese language, in which he recommends it as a book of great utility to the Burmese people.

Two of the pupils of the School, Ta-Khai and Tandie, a Pahu and a Bghai, have been selected by Government to go to the Neilgherries and learn the cultivation of the Cinchona tree. They went over under the charge of the Conservator of Forests, Major Seaton, in August last, to remain a year, and they have written back many interesting letters to their countrymen, some of which have been printed in the Karen periodical, the "*Pole Star*."

* * * * * *

Summary of results.

During the present year 38 of the pupils have been teaching Village Schools, and 16 had charge of stations where no Schools were taught. Many of the pupils who had become School teachers have returned to their fields for the lack of an adequate support, some have died in the work, and others who have not yet become teachers may be regarded as still in their prepara-

tory studies. Four have been ordained for the Ministry, four have had appointments from Government as Land Surveyors, one is a Myo-oke, another has been acting Myo-oke, two have been appointed Officers in the Police Corps, and two are in the employment of Government in the Cinchona plantations on the Neilgherries.

* * * * * *

F. MASON.

TOUNG-OO,
31st March 1869.

To

THE DIRECTOR OF PUBLIC INSTRUCTION,
BRITISH BURMA,
RANGOON.

Rangoon, 21st May 1868

SIR,—I beg to submit to you the Report of the S. P. G. Burmese Girls' School for the year 1868-69.

The School under my superintendence has been in active working for three years.

New School Building.

The success which has attended the undertaking since its commencement has happily not diminished, and hopes are entertained that it may be further extended, when the New School house which is proposed has been raised. The site suggested for it is continguous to that on which the present building stands. This proposal comes opportunely, as our available space is quite inadequate to the demands made on it, in consequence of our having admitted during the past year eleven boarders, and also taken charge of three Burmese girls, two of whom are employed as pupil teachers: some of these, are orphans, supported by the "S. P. G. Rangoon Orphan Home Fund." In this direction the School will doubtless expand itself.

No restriction in regard of race is made among the pupils under our charge; almost every race represented in Rangoon has also its representative amongst us.

Attendance.

The total number admitted since the opening of the School is 227. The largest number present at one time 98. Average attendance for the year about 70. You are doubtless aware that the girls receive their education gratuitously. This for the present is thought necessary, as female education among the Burmans is an innovation upon accustomed usage.

Instruction.

The instruction given embraces 1st, Elementary Subjects; Christianity, Burmese and English Reading, Writing and Arithmetic.

I am helped in this Department by Miss M. A. Miller, Assistant Mistress; Mah Shoay Meeah and Mah Hlah Mai, pupil teachers.

I am very sorry indeed to have to report the resignation of Miss Cotton, whose loss is I fear irreparable.

2ndly. Plain and ornamental needle-work, which it is hoped may conduce to the desirable object of fitting the girls in some degree for the domestic duties of their future life.

The School is under the auspices of the S. P. G., and occasional supervision of the Missionaries of the Society in Rangoon.

I have &c.,

I. J. COOKE.

To

P. HORDERN, Esq.,

Director of Public Instruction,

British Burma.

Toung-oo, April 10th 1869.

Sir,—I beg to send a Report of the Female Institute, and would ask the Director to be so good as to regard my letters dated the 21st December and 20th January, as a part of my report.

I would add that the girls have worked hard the year past, and four are still on the mountains teaching, and three teaching in town.

Cash-books and Ledgers and Accounts balanced monthly have been kept for all these Schools throughout the year and invite the closest inspection. The same I would state also of the Registers and Rolls which have been carefully kept up for each School by myself as James Mortin's forms. The same has been done for the last four years with Registers of Rolls.

The terms were opened are the year of April for 1869-70, Young Men's School 27, Female Institute 24, Colony School 29. The D'Oyley School was re-opened to-day with 21 pupils.

These Schools have all been remarkably exempt from sickness. I believe only 3 have ever died here among the students or Karen young women. Still we annually have to supply from one to two hundred rupees worth of medicines free to the students and girls for their relatives and Mountain Schools, as they would all be called home.

I have no Accountant or copyist, which makes my work hard, but will forward the remaining reports as soon as possible.

With many thanks for your interest in the Karens.

I have &c.,

E. B. MASON.

To

P. HORDERN, Esq., B.A.,

Director of Public Instruction,

British Burma.

Toung-oo, April 14th 1869.

Sir,—I beg to forward a Report of the Burmese Department of this Institute, and would ask that my previous letter may be regarded as a report in part.

The Burmese Girls are making progress—not as we could wish, but still they do remarkably well. They will often narrate to me the substance of a whole chapter in the Bible, which they have been reading in their leisure hours. One morning they told me on my going over about ten o'clock that they had been crying over John the Baptist because they cut off his head so cruelly. This shows that they read understandingly.

They make slow progress in English having so few suitable books for beginners. My Karen girls I can leave alone all day and they go steadily on in all their lessons. I have no anxiety about their being idle or off at play, but Burmese girls are much more active, and it is more difficult to confine them to books. However, they seem, a few of them, to take great pleasure in learning.

Six have learned to cut dresses and sew quite nicely, during the year.

I have a good European teacher who takes them along very well indeed in writing.

I send these Reports direct to yourself to save time—I was unable to obtain any forms at the Deputy Commissioner's Office or the whole would have been sent in March.

I am Sir,

Very sincerely yours,

ELEANOR R. H. B. MASON.

EXTRACT FROM GAOL ANNUAL REPORT FOR THE YEAR 1868, UNDER THE HEAD OF "EDUCATION."

THIS was established in February 1868, with the view of training a certain number of Burmese Prisoners as Compositors in English. A teacher was entertained on Rupees 30, and he commenced with a class of twelve pupils. Seven of these are now able to do a little composing, and three of them can work fairly from printed matter, but not from manuscripts. Their labor with six months further training may be fairly valued at one hundred Rupees per mensem, leaving after deduction of the expense of training a profit of seventy Rupees. The class hours are from 2 to 5 P. M.; in other words the value of the labor expended by the above seven Prisoners in acquiring a tolerable knowledge of compositors work has been Rupees one hundred and thirty. The results of the experiment may therefore be considered satisfactory.

A. C. MAINGAY,

Superintendent of Central Gaol.

RANGOON,
May 18th 1869.

To

P. HORDERN, Esq.,

Director of Public Instruction, British Burma,
Rangoon.

SIR,—In reply to your Memo. No. 781 dated 24th instant, I have the honor to return the Statement therewith appended duly filled in, and as requested, to report—

1st. That the Society has been steadily increasing in strength during the year 1868-69, there being 54 Members on the rolls at the close of last month.

2nd. The Monthly Subscription payable by Members was, after the last Annual Meeting of the Society in November 1868, increased to Rs. 2, the rate of subscription hitherto (Rs. 1-4) was found to be too small, especially as owing to the large increase of the Society's Library, and the almost daily demand made for books and papers by members, the entertainment of a paid Librarian became requisite.

3rd. The Society now possesses a Library of Books exceeding 4,000 in number. A large gift of books was made last year by Mr. Bennett, of the Mission Press, to the Society, and nearly all the new publications are received from time to time from England—the leading Magazines, Reviews and Journals are also received every Mail and filed in the Library.

4th. There have been several Meetings of Members in the Hall, and a series of Readings from popular and humorous authors were given by the Rev. W. West, Town Chaplain—but I regret to say that every endeavor failed to secure any lectures last year.

5th. The building owned by the Society is built of such perishable material that it is hardly safe that the valuable Library of Books should remain in it in its present condition much longer, it was therefore proposed at a late Meeting of the Committee that a shingled or corrugated iron roof should take the place of the present thatched one, and that the mat walls should be replaced by wood—it was also proposed to extend the building in order that the Library should be separated from the Lecture-room, and as this is estimated to cost about Rs. 1,500, a donation list will shortly be circulated, when it is hoped that the Committee, aided by the support of the members of the community at large, (and with any support that Government may be pleased to accord) will be able to accomplish those projects.

I have &c.,
J. C. HARDINGE,
Hony. Secretary,
R. L. Society.

RANGOON,
Literary Society,
The 28th April 1869.

APPENDIX B.

GRANT-IN-AID RULES, &c.

APPENDIX B.

GRANT-IN-AID RULES FOR BRITISH BURMA.

1. The Local Government, at its discretion, and upon such conditions as may seem fit in each case, (reference being had to the requirements of each district as compared with others, and to the funds at the disposal of Government,) will grant aid in money, books, or otherwise, to any School under adequate local management, in which a good secular education is given through the medium either of English or the Vernacular tongue.

2. In respect of any such School for which application for aid is made, full information must be supplied on the following points :—

Firstly.—The pecuniary resources, permanent and temporary, on which the School will depend for support.

Secondly.—The proposed monthly expenditure in detail.

Thirdly.—The average number of Pupils to be instructed, specifying boys and girls.

Fourthly.—The persons responsible for the management.

Fifthly.—The nature and course of instruction.

Sixthly.—The number and salaries of Masters or Mistresses.

Seventhly.—The nature and amount of aid sought.

Eighthly.—The existence of other Schools receiving aid within a distance of six miles.

3. Any School to which aid is given, together with all its accounts, books, and other records, shall be at all times open to inspection and examination by any Officer appointed by the Local Government for the purpose. Such inspection and examination shall have no reference to religious instruction, but only to secular education.

4. The Government will not interfere with the actual management of a School thus aided, but will seek, upon the frequent reports of its Inspectors, to judge from results whether a good secular education is practically imparted or not; and it will withdraw its aid from any School which may be, for any considerable period, unfavorably reported upon in this respect.

5. In giving Grants-in-aid the following principles will be observed :—

(*a*) The Government will always endeavour so to give its aid that the effect shall not be the substitution of public for private expenditure, but the increase and improvement of education.

(b) Grants will be given to those Schools only (with the exception of Normal Schools and Girls Schools) at which fees of reasonable amount are required from the scholars.

(*c*) In no case will the Government Grant exceed in amount the sum to be expended on a School from private sources.

(*d*) For Schools educating up to the University Entrance Standard the Government Grant will not, as a rule, exceed one-half of the income guaranteed from local sources.

(e) For other Schools in which the expenditure is more than Rupees thirty per mensem, the Government Grant will not, as a rule, exceed two-thirds of the income guaranteed from local sources.

(*f*) The proportional amounts above laid down for Government Grants are *maximum* amounts; and it must not be assumed that the *maximum* will, in all cases, and as a matter of course, be sanctioned.

(*g*) The conditions of every Grant will be subject to revision periodically at intervals of five years, commencing from the date of sanction.

6. It is to be distinctly understood that Grants-in-aid will be awarded only on the principle of perfect religious neutrality, and that no preference will be given to any School on the ground that any particular religious doctrines are taught or not taught therein.

7. In the event of any building towards the erection, purchase, enlargement or repair of which a Grant may have been made by Government, being subsequently diverted to any other than educational purposes, the Government shall have the option of purchasing the building at a valuation to be determined by arbitrators, credit being given for the amount of the Grant which may have been made by Government.

8. All applications for Grants-in-aid must be despatched so as to reach the Office of the Director of Public Instruction before the 1st of September of the year preceding the official year for which they are required.

9. Grants are liable to be withheld or reduced for causes arising out of the state of the School, to wit:—

(*a*) If the School is found to be held in an unhealthy or otherwise undesirable locality.

(*b*) If the teachers have not been regularly paid, or are manifestly incapable or otherwise unfitted for their posts.

(*c*) If the attendance of scholars has been exceptionably irregular, or if the Registers be not kept with sufficient accuracy to warrant confidence in the Returns.

(*d*) If from any cause the progress of the School is so unsatisfactory as to make it evident that it does not fulfil the educational objects for which the Grant was made.

10. In every Aided School the following rules are to be kept in English or Burmese:—

(*a*) Register of attendance of scholars.

(*b*) An account book in which all receipts and disbursements on account of the School shall be regularly entered, and the account balanced from month to month.

(*c*) A book in which the names of all scholars admitted, with date of admission, and age at the time of admission, shall be entered. The fathers or guardians name is to be added in each case; also the date of withdrawal or dismissal, and the reason for the same.

(*d*) A note book in which the Manager or Head Teachers may enter matters of interest connected with the School.

Note.—Those rules printed in italics are subject to modification according to the circumstances of each School for which a Grant may be sought.

CIRCULAR No. 410.

To

SUPERINTENDENTS AND HEAD MASTERS OF AIDED SCHOOLS.

Rangoon, the 1st September 1868.

1. The manner in which the Returns called for by Government were submitted for the past year from many of the Aided Schools has shown the necessity of calling the attention of all concerned to the Grant-in-aid Rules and to the conditions required by Government from those to whom aid is extended. I wish to show clearly what those conditions are, and what is the position held by Government towards the recipients of Grants-in-aid of Schools.

2. It is the wish of the Government, as laid down in a well known Despatch dated July 1854, to give all possible encouragement to private efforts for the extension of education, and nothing is farther from its intention than the binding upon those who accept its aid unreasonably stringent conditions; but it is obvious that those who do accept the aid are bound to fulfil to the best of their ability the conditions, whatever they may be, upon which it is conferred.

3. The Grant-in-aid Rules (of which a copy is enclosed) seem clearly to lay down all that is required, and special attention is invited to Rules 3 and 10. The former states the general conditions upon which Grants are made, and the latter prescribes the maintenance of certain records, to facilitate the furnishing of the detailed information required in return by Government. The regular maintenance of these records is clearly a point of supreme importance, and it is to this point that attention is particularly called. In Rule 10 four books or registers are prescribed for every Aided School, and in the principal schools there can be no difficulty in keeping up each and all of these. It is expected therefore that they will be forthcoming for the inspection of any Officer appointed by Government. In the case of Village Schools there may be difficulty in keeping up in each school the registers marked (*b*), (*c*) and (*d*). If such is the case it will be sufficient if one of each of these is kept by the Superintendent of each circle of schools embraced under one Grant for the schools under his charge. The register of daily attendance will be required in every Aided School, Village or other.

4. A word of explanation appears to be required regarding the register marked (*b*) viz., "an account book in which all receipts and disbursements on account of the school shall be regularly entered, and the account balanced from month to month." In several instances reluctance has been shown by Superintendents of Aided Schools to produce the school accounts, and in some cases no accounts whatever appear to have ever been kept. It is plain that the absence of such a book or the reluctance to produce it is a violation of one of the most important conditions upon which the Government Grant has been accepted, and must deprive the school of all claim to a continuance of support from Government. The demand is a perfectly reasonable one, and is definitely laid down as a condition of Government aid; if therefore it appeared otherwise to the recipient, he ought not to have accepted the Grant. If any explanation is needed of the term, "all receipts

and disbursements on account of the school," it is enough to add that it is intended to include every head of income or expenditure included in estimating the resources to meet which tho Grant was made by Government.

5. I am sure that a fair consideration will show not only that no unreasonable conditions are prescribed, but that it is out of all reason that the slightest reluctance should be felt to give the fullest information called for by the Government whose aid has been given upon the condition of receiving such information.

6. The principal heads of information ordinarily required to be furnished annually are contained in the enclosed Form marked C, and in any school in which the prescribed registers are not regularly kept, there cannot be the least difficulty in furnishing all that is asked, and when, as was the case last year, any additional information is called for, it is expected that it will be given as fully as possible. I wish therefore to notify that henceforth the Rules laid down will be strictly adhered to, and that, in accordance with Rule 9, any non-fulfilment of them will render a school liable to the withdrawal of Government aid.

P. HORDERN,

Director of Public Instruction,

British Burma.

TABLE C.

Name of Institution.	Locality.	When established.	Number of Pupils on the rolls at the end of the year 1867-68.				Average daily attendance.	Average number of pupils on the rolls monthly.	Number of Pupils studying in each language at the close of the year 1867-68.					Monthly rate of schooling fee.	Receipts.								Charges.					Annual cost of educating each pupil.		Remarks.
			Burmese.	Karens.	Others.	Total.			English.						From Government.	Proceeds of endowments.	Local rate of assessment.	Subscriptions, Donations, &c.	Fees, Fines, &c.	Sale of Books.	Other Sources.	Total.	Current.	Extraordinary.	Total.	Excess of receipts over charges.	Excess of charges over receipts.	Total cost.	Cost to Government.	
1	2	3	4	5	6	7	8	8A	9	9A	9B	9C	9D	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26

FORM OF BOND FOR BUILDING GRANTS.

I,
hereby acknowledge to have received from the Government of India, through Director of Public Instruction, in British Burma, the sum of Rupees as a Grant-in-aid of and I hereby acknowledge and declare that the said sum has been granted to and received by me subject to the condition as to the right of pre-emption laid down in the following Rule :—

"THAT in the event of any building towards the erection, purchase or enlargement of which a Grant may have been made by Government, being subsequently diverted to other than Educational purposes, the Government shall have the option of purchasing the building at a valuation to be determined by Arbitrators, credit being given for so much of the Grant as may bear the same proportion to the whole, which the estimated value of the building bears to the total original cost," and to all other conditions contained in the Code of Grant-in-aid Rules for British Burma, published by Government; and I hereby bind myself and my successors to abide by the said Rules in every way.

Witness my hand at Rangoon this day of one thousand eight hundred and sixty

Signed, Sealed and delivered, in the presence of

EDUCATION DEPARTMENT.

NOTIFICATION NO.

Dated 24th October 1868.

Appointments in the Education Department, British Burma, will in future, by order of the Chief Commissioner, rest with and be made by the Director of Public Instruction, and will be published by him, in the *British Burma Gazette;* except in the case of Inspectors of Schools, (when such Officers may be appointed), who will be appointed by the Chief Commissioner on the nomination of the Director of Public Instruction.

P. HORDERN,
Director of Public Instruction,
British Burma.

DOCKET NO. 555.

Dated Rangoon, 30th October 1868.

Copy forwarded to Head Masters of Government Schools for information.

P. HORDERN,
Director of Public Instruction,
British Burma.

APPENDIX C.

CORRESPONDENCE ON VERNACULAR EDUCATION.

APPENDIX C.

MEMORANDUM ON VERNACULAR EDUCATION FOR BRITISH BURMA.

The Burmese language is the mother tongue of three-fourths of the inhabitants of British Burma. The first plan therefore for diffusing Vernacular Education among the people must proceed upon the basis of using that language as the medium of instruction. Hereafter the languages of other people may be used for the same purpose as regards those races.

In the present state of education in Burma it is manifest that what is first required is primary or elementary education among the masses.

It is not mere teaching to read and write that is meat—that preliminary knowledge is already imparted at National Schools in every part of the country. What are wanted, and it is proposed to supply, are the means of instructing the masses, through the medium of the Burmese language, in Elementary Arithmetic, Land-measuring, Geography, and eventually of Astronomy and outlines of Ancient History as known in Europe.

What then is the best method for reaching the masses in British Burma, so as to instruct them in the rudiments of these branches of knowledge? How can we best bring them to school, and make them long for instruction? Such is the question which we purpose to discuss.

It is known to every one in Burma that the Budhist religion requires the Priests or Monks to reside in Monasteries. They are separated from the laity, and are supported by voluntary gifts and alms. In addition to the offices of religion, which they perform, they instruct the children of the laity. Only a small proportion of the children taught in the Monasteries advance beyond the ability to read and write, and the acquirement of a slight knowledge of arithmetic. But it is believed that if books on the subjects above mentioned, were furnished to the Chief Phoongyee of each Monastery, and a qualified Burmese Teacher engaged to superintend the studies occasionally, that the books supplied would be willingly used. The advantage of this is obvious. Arithmetic instead of being taught in a desultory manner and to a few only, would be carried on upon a fixed plan and the progress of the scholars could be distinctly marked. Sound Geography would be taught instead of none at all. The usual knowledge of Land-measuring—so necessary to a nation of small landed proprietors would be taught. Astronomy and other subjects would follow in time.

Now it is evident that it is desirable to teach those subjects to the people at large. The Burmese people must be taught to feel that unless they have their children educated both in sound knowledge and in a more systematic manner than at present prevails, they will assuredly be surpassed by other races in the country. It is of course desirable to effect the object in view by a method the most likely to be generally acceptable, and economy must not be forgotten in the arrangement.

If Vernacular Schools were to be set up in each little town and village, they would run the danger of being considered antagonistic to the Monasteries.

The expense of supporting them would also be very great. But if we can induce the Phoongyees to accept books, to be used as part and parcel of their course of instruction or to receive an Instructor occasionally to give lessons to one of the Moung Yeongs or Probationers of the Monastery, we shall at once have the support of those to whom the people now look up to our plan for spreading useful knowledge; we shall disarm opposition, and at the same time save a great expense which otherwise would be required for buildings and masters.

This then is a work which deserves the cordial support of every man who desires the improvement of the Burmese race. If begun with proper caution and judgment; if carefully introduced in those Monasteries in the vicinity of the principal towns where it can be watched and supported by the friends of education; it seems well calculated to be an efficient means for instructing the masses of British Burma, in sound elementary knowledge.

To carry this plan out successfully it will be necessary to have a Director well acquainted with the language and literature of Burma, who will devote himself to this work with discretion as well as zeal, and not seek for other employment.

Books on nearly all the subjects proposed to be taught are ready prepared, so that it only remains to discuss the project, and earnestly to recommend it to the Burmese people, Budhist Priests and laity, as one the principle of which is well worthy of adoption, though some details may admit of modification. If this be done, the way will be prepared for the Director at once to enter upon his duties as soon as his appointment has been approved by higher authority.

A. P. PHAYRE,
Chief Commissioner,
British Burma.

RANGOON,
June 15th 1865.

No. 947.

HOME DEPARTMENT. EDUCATION.

From

LIEUTENANT-COLONEL A. P. PHAYRE, C.B.,
Chief Commissioner of British Burma.

To

THE HONORABLE R. N. CUST,
Officiating Secretary to the Government of India,
Home Department.

Dated Rangoon, the 26th December 1864.

SIR,—I have the honor to acknowledge the receipt of letter No. 1308 dated the 9th of July last, with copy of a Despatch No. 15 dated the 31st of May 1864, from the Secretary of State for India, calling upon me to consider

and report upon a systematic plan for affording the means of education to the people of British Burma.

2. I will begin by stating the means for sound education which already exists. First as to Government Schools.

*　*　*　*　*　*

4. In regard to private Schools receiving aid from Government, much has been done.

*　*　*　*　*　*

7. But all these Schools whether maintained by Government or by private Societies are a mere drop on the ocean compared to what is required to leaven the mass of ignorance which we see around us. It will be observed that aid is given to Schools which instruct 3,750 pupils. The population of British Burma is over two millions; so that not more than 11 per cent have the opportunity of receiving a sound education.

8. Of the inhabitants of British Burma three-fourths, or one million and a half belong to people whose mother tongue is Burmese. It is evident then that in providing for the educational wants of the people we must first look to the requirements of that race. I shall now proceed to state what I consider should be done for them.

9. The existing Native Schools of Burma are the Budhist Monasteries. The Monks are supported by the daily alms of the people. The fabrics are generally built by private individuals as works of religious merit. The Monasteries have no endowments. The Monks who inhabit them perform the priestly offices required by the laity and educate children. For their services they are supported by voluntary gifts and daily alms. There is scarcely a village in the whole country without one of these institutions. For the great mass of the pupils it may be said, that the education imparted does not go beyond instruction in reading and writing the vernacular language—that is Burmese, and the rudiments of Arithmetic. For those who intend to enter the Priesthood of course a higher degree of instruction is necessary which need not here be described. As a general rule it may be stated that all instruction among the Burmese people is carried on in the Monasteries. There are a few private schools here and there, but they are exceptional. There is no other regular plan, or system of schools which could be taken in hand and improved. I would not recommend that Government should set up Schools in the Villages as additional, or in opposition to the Monasteries, such a scheme would inevitably be a failure.

*　*　*　*　*　*

The people of British Burma as yet know very little of the British Government except as a Police, a Revenue, and a Judicial power. They know indeed that the British Government has established a milder and a more efficient Government than existed before the conquest of the country. But from the comparatively few Europeans who speak the language and from the utter absence of Europeans from the interior of the country, the masses of the agricultural population know nothing of the desire of the British Government to educate and to raise them in the scale of civilization. How is that idea to be imparted to them? How are they to be made aware of the fact? How are they to be impressed with its truth? Until that preliminary has been accomplished any plan for educating the people must be abor-

tive. I reply then that the only effective way to impress this fact upon them is to establish one or more Central Schools in each district, which shall be so situated as to be under effective control, that is at the head quarter station or where an European Officer resides. In time such Schools will spread abroad knowledge, and the desire for increased knowledge. They will testify to the people the wish of the British Government, that its subjects should be taught. I would not establish these Schools all at once in each district, but gradually as opportunity offered; and above all the greatest difficulty to be surmounted, as proper Masters could be obtained. On this general plain I would have Medium Class Schools of two grades with the establishments noted in the margin. Schools of the first grade might be established at Bassein and perhaps eventually at Prome. Schools of the second grade at Toung-oo, Henzadah, Myan-oung and Tavoy. The towns of Mergui, Shwégyeen and Sandoway might be considered hereafter. In each case a house should be built for the Head Master. The general plan of instruction would be Anglo-Vernacular, that is English to be more or less the medium of instruction, but Burmese not to be altogether neglected. As the desire to learn English is prominent at the seaport towns, and at various other places, I would leave the degree and extent to which the English language is to be taught to be settled by local requirements.

First. Maulmain.	Rs.	Second. Akyab.	Rs.
Head Master, ...	300	Head Master, ...	250
Second Teacher, ..	80	Second Teacher, ..	60
Third do. ...	25	Third do. ...	30
Vernacular do. ...	12	Fourth do. ..	25
Servants, ...	20	Vernacular do. ...	15
		Duftry, .. .	8
		Peon, ...	10
Total Rupees	437	Rs.	398

14. Hitherto I have stated that we must first establish Schools in the principal towns of the Province in order to show the people of the interior that Government desires to improve their mental condition.

The next question is what is to be done after these Central Schools shall have been established, and shall have succeeded. In other words how are we to educate the population generally. Except in the towns which I have already enumerated, the population throughout British Burma may be said to be wholly agricultural. I have already stated the support that has been given to Village Schools supported by Missionaries. Besides those, as already noticed, there are no Schools in the Country except the Budhist Monasteries. I think in time we may be able to improve the education given in those institutions. I know of no other feasible plan for imparting sound education to the agricultural population in the interior. But before we can propose such a plan we must at least have shown to the people by establishing good Central Schools in each district that we are capable of performing what we profess to do, that is, educate the Burmese people.

15. To carry out this plan I am of opinion that we should do nothing more than induce the Monks in the small Monasteries to accept certain books for the instruction of the pupils. We already have some excellent School Books in the Burmese language. They are as follows :—

1. Geography by the Rev. G. H. Hough, (Map wanting.)

2. Treatise on Land-measuring, and Triangulation.
3. Stilson's Arithmetic—an admirable work.
4. "The House I Live In," translation of an interesting little work on human anatomy.
5. Sketch of Ancient History, by the Rev. E. A. Stevens.
6. Hegendris Geometry.

If there was only a work on Elementary Astronomy, we really have every book required to commence the work now proposed.

The task of inducing the Budhist Monks generally to accept of and teach these works in their Monasteries—of course in addition to the existing ecclesiastical or theological course of education—would require very great tact, judgment and discretion. Some Budhist Monks to whom I have spoken on the subject have not been averse to the plan. The work would have to be superintended by a man of superior attainments; one well acquainted with the Burmese language and the character of the people.

* * * * * *

16. The plan then I have the honor to submit for "affording the means of education to the people throughout the Province generally," is a very simple one. It is first to establish gradually Central Anglo-Vernacular Schools at the principal towns. To let these Schools work their way and make a due impression, and then to induce the Budhist Monks to accept the books. This general plan, together with the private Schools aided by Government, would establish a complete system of sound Medium Class Education throughout the entire Province. The question of Higher Schools and Colleges need not now be considered. That must follow the establishment of the plan now proposed. The question of inspection however is urgent.

* * * * * *

I have &c.

A. P. PHAYRE,

Chief Commissioner.

No. 195.

HOME DEPARTMENT. EDUCATION.

From

COLONEL A. P. PHAYRE, C.B.,

Chief Commissioner of British Burma,

and Agent to the Governor General.

To

E. C. BAYLEY, ESQ.,

Secretary to the Government of India,

Home Department.

Dated Rangoon, the 30th May 1865.

SIR,

* * * * * *

In respect to Elementary Vernacular Education throughout the Province generally, what I beg to recommend is as follows :—

The plan of supplying books to the Budhist Monks to be taught in their Monasteries should first be tried in the principal towns, as Rangoon, Maulmain, Akyab, Henzada and Prome. I would not recommend that the plan be introduced at other places until it has been tried in the towns. In such places the progress could be readily watched, the work be guided and objections met and overcome as soon as they appear. I would commence with giving the Monks books to which there could be no objection and which are at once useful, such as Arithmetic, Land-measuring, and perhaps Geography. Other books no doubt eventually would be gladly received.

But the plan cannot be advantageously commenced unless a Director of Education is appointed to begin and carry it on. I should therefore beg to recommend that a Director be appointed as soon as possible. As the work will confessedly be tentative, I should recommend that the appointment be in the first instance approved for two years. The Director to receive a salary of one thousand rupees a month, subject to increase at the end of two years if then considered advisable.

In my letter No. 947 dated 26th December last, I contemplated the appointment of the Director after Anglo-Vernacular Schools shall have been established at the principal towns.

On further consideration, however, I am of opinion that the Director should commence his work as soon as possible. And as some books are available, I should recommend that the Director be appointed and enter on his duty as soon as an arrangement can be made for engaging his services. He will be able to devote himself to establishing the proposed system in Monasteries near the Capital towns, which will be looked to as examples by similar establishments in the interior.

* * * * * *

The only establishment which I shall for the present ask for the aid of the Director, is four Burmese teachers, who it will be necessary to employ in moving about to the several Monasteries in each chief town to help the pupils in their studies of the books. Each of these teachers I recommend should receive Rupees 30 per mensem.

The Director General when moving should receive travelling allowance equal to that received by the Inspector General of Prisons. He will be expected to inspect Government Schools in addition to his duties as Director of Vernacular Education, and in that case the present temporary appointment of Inspector would cease.

Finally, I beg to solicit immediate sanction to the sum of Rupees three thousand (3,000), in order that I may make arrangements for procuring the Books and Maps necessary for commencing this useful measure.

I have &c.,

A. P. PHAYRE,

Chief Commissioner of British Burma.

No. 307.

From

COLONEL A. P. PHAYRE, C.B.,

Chief Commissioner of British Burma.

To

E. C. BAYLEY, ESQUIRE,

Secretary to the Government of India,

Home Department.

EDUCATION. Rangoon, 30th August 1866.

SIR,—I have the honor to acknowledge receipt of your letter No. 47 dated the 12th ultimo, relative to Educational plans for British Burma.

* * * * * * *

3. The remaining point is regarding the proposed establishment of Vernacular Schools throughout the Province by means of books in the Burmese language being furnished to the existing Budhist Monasteries.

This measure is one of deep importance. Upon it depends whether sound Secular Education in the Vernacular language shall be made to reach the masses of the people by means of existing institutions, leaving all the authority with the people which belongs to time-honored establishments, or whether such education is to be offered through some other medium which has not yet been selected and the efficacy of which is untried.

4. The first mentioned medium is far preferable to any other. It is better in respect to efficiency and is the most economical that can be subjected. But I feel deeply that the success of the plan depends on the means to get men to work it, and more than every thing at the commencement. A false step at first may overthrow the whole design. Or a want of due vigour, accompanied by tact and discretion may cause the plan to languish in that feeble state, which is more discreditable perhaps than downright failure.

5. On such a delicate duty as that of persuading the Budhist Monks to introduce into their Monasteries and diligently teach as class books elementary works on science and history, I am convinced that nothing but the constant supervision, direction and personal persuasion by a competent Officer exerted over each Monastery at first will suffice thoroughly to establish and effectually to extend and carry on this excellent measure for educting the people of Burma.

6. The several Deputy Commissioners have not at their disposal the time which is necessary for such a task. The measure is not the establishment of Schools with paid Masters, and an occasional visit to see if the Masters are teaching the scholars as much as they may be expected to teach, for the pay they receive from Government. It is a far other, and a far more extended, and at the same time more difficult design, which has to be accomplished. It is to bring the priesthood of the country who have, and have for ages had, in their hands the national education; to bring I say that influential body to support the great cause of sound European educa-

tion. Irrespective of the want of time sufficient to devote to such an object, it is not every Officer that has the knowledge of the language, and the tact and discretion absolutely necessary to forward such a great object.

It would not be safe to trust such a work to the separate efforts of different Officers. On these grounds therefore I do once more request that His Excellency the Governor General in Council will be pleased to appoint a Director of Public Instruction in British Burma, as already proposed by me.

7. Until that recommendation has been approved I should not proceed further in regard to Books and Maps. I may mention, however, that I have distributed a few books in two Monasteries, and that the Priests have received them favourably. All that is wanting is that daily visits shall be made to see that the acceptance is real and not sham.

* * * * * * *

I have &c.,

A. P. PHAYRE,

Chief Commissioner British Burma.

APPENDIX D.

STATISTICAL RETURNS.

APPENDIX D.

EDUCATION 2.

General Statement of Educational Institutions in the Province of British Burma in the year 1868-69.

CLASS OF INSTITUTIONS.	Government Institutions.											
					Teachers.		Income.			No. of persons instructed in		
	Number.	No. of attendants on rolls.	Average attendance daily.	Average age.	Christian.	Other.	Public Funds.	Fees.	Total.	English.	Vernacular.	General.
Colleges.												
Arts, ...	-	-	-	-	-	-	-	-	-	-	-	-
Professional, ...	-	-	-	-	-	-	-	-	-	-	-	-
Schools.												
Higher, .. .	-	-	-	-	-	-	-	-	-	-	-	-
Middle, ...	4	555	411	-	9	13	17,371	4,650	22,021	555	376	-
Lower, ...	1*	15	15	-	-	1	360	-	360	15	-	-
Girls' Schools.												
Higher, . .	-	-	-	-	-	-	-	-	-	-	-	-
Middle, ...	-	-	-	-	-	-	-	-	-	-	-	-
Lower, ...	-	-	-	-	-	-	-	-	-	-	-	-
Normal Schools.												
For Masters, ...	-	-	-	-	-	-	-	-	-	-	-	-
,, Mistresses, ...	-	-	-	-	-	-	-	-	-	-	-	-
Total...	5	570	426	-	9	14	17,731	4,650	22,381	570	376	-

* Gaol School.

EDUCATION 2.—(Concluded.)

General Statement of Educational Institutional in the Provinces of British Burma in the year 1868-69.

CLASS OF INSTITUTIONS.	Private Institutions Aided and Unaided.*												Grand Total Schools.	Grant Total average attendance.	Proportion of attendance to Population.
	Class.				Total.	Average attendance daily.	Income.*			No. of persons instructed in					
	General.	Hindoo.	Mahomedan.	Christian.			From Government.	From Fees.	From Government Grant.	English.	Vernacular.	General.			
Colleges.															
Arts, ...	-	-	-	-	-	-	-	-	-	-	-	-			
Professional, ...	-	-	-	-	-	-	-	-	-	-	-	-			
Schools.															
Higher, ...	-	-	-	2	2	173	72	12,193	4,000	195	-	-			
Middle, ...	18	-	-	-	18	1,052	23,748	10,974	45,443	1,250	728	-			
Lower, ...	31	-	-	109	140	2,548	5,199	-	5,859	-	2,548	-			
Girls' Schools.															
Higher, ...	-	-	-	-	-	-	-	-	-	-	-	-			
Middle, ...	6	-	-	-	6	359	11,193	9,481	10,660	347	232	-			
Lower, ...	-	-	-	-	-	-	-	-	-	-	-	-			
Normal Schools.															
For Masters, ...	7	-	-	-	7	296	16,282	296	6,840	74	300	-			
,, Mistresses, ...	-	-	-	-	-	-	-	-	-	-	-	-			
Total...	62	-	-	111	173	4,428	56,494	32,944	72,802	1,866	3,808	-	178	4,854	·2

* The Returns of Unaided Schools being partial and inaccurate are not entered in this Statement.

C.

SCIENTIFIC AND LITERARY.

1. *Scientific and Literary Societies.*

Names.	Object.	Income.				Number of Visitors.				Registered or not.	When Established.
		From Government.	Endowments.	Subscriptions.	Total.	Males.	Females.	Juvenile.	Total.		
Rangoon Literary Society, ...	...	300	...	888 4	1,188 4	54	...	...	54	Not.	1857

Statistical Return of AIDED SCHOOLS *of the* HIGHER CLASS *for the year ending 31st March* 1869.

	2	3	4	5	6	7	8	9	10	10A	10B	10C	10D	11
NAME OF INSTITUTION	Locality	When Established	Number of pupils on the Rolls at the end of the year				Average number of pupils attending daily	Average number of pupils on the Rolls Monthly	Number of pupils studying in each language at the close of the year					Monthly rate or rates of Fee.
			Burmese	Karen.	Others.	Total.			English.	Burmese	Karen.			
Diocesan School,	Rangoon,	1864				88	75	83	88				..	6 and 8 Rs.
Town School,	Maulmain,	1864	3		104	107	98	112	107					6, 4 and 3 Rs.

Statistical Return of Aided Schools of the Higher Class for the year ending 31st March 1869—(Concluded.)

1	2	3	12–19					20–22			23	24	25–26		27
Name of Institution.	Locality.	When Established.	Receipts during the year.					Charges incurred during the year.			Excess of Receipts over Charges.	Excess of Charges over Receipts.	Annual cost of Educating each Pupil.		Remarks.
			From Government.	Proceeds of Endowment.	Subscriptions and Donations, &c.	Fees and Fines, &c.	Total.	Current.	Extraordinary.	Total.			Total Cost.	Cost to Government.	
Diocesan School, ...	Rangoon, ...	1864	2,000	...	10	5,824 13 4	7,834 13 4	9,033 13 9	...	9,033 13 9	...	1,199 ... 5	108 13 ..	23 15 3	
Town School, ...	Maulmain,	1864	2,000	..	62	6,368 ...	8,430 ...	10,280 12 ..	...	10,280 12 ..	..	1,850 12 ...	91 12 8	17 13 8	

Statistical Return of GOVERNMENT SCHOOLS *of the* MIDDLE CLASS *for the year ending* 31*st March* 1869

1	2	3	4	5	6	7	8	9	10	10A	10B	10C	10D	11
NAME OF INSTITUTION	Locality	When Established	Number of pupils on the Rolls at the end of the year				Average number of pupils attending daily	Average number of pupils on the Rolls Monthly	Number of pupils studying in each language at the close of the year					Monthly rate or rates of Fee
			Burmese	Karen	Others	Total			English	Burmese	Karen			
Akyab Government School	Akyab	1846	166		9	175	141	175	175	166				1 R
Kyouk Phyoo do	Kyouk Phyoo	1837	85		12	97	76	99	97	97				4 As
Maulmain do	Maulmain	1835	148		72	220	151	187	220	50				1 R
Prome do	Prome	1866	42		21	63	43	55	63	63				1 R

Statistical Return of GOVERNMENT SCHOOLS *of the* MIDDLE CLASS *for the year ending 31st March* 1869.—(*Concluded.*)

1	2	3	12, 13	14	15	16, 17	18, 19	20	21	22	23	24	25	26	27
			Receipts during the year.					Charges incurred during the year.					Annual cost of Educating each Pupil.		
NAME OF INSTITUTION.	Locality.	When Established.	From Government.	Proceeds of Endowments.	Subscriptions and Donations, &c.	Fees and Fines, &c.	Total.	Current.	Extraordinary.	Total.	Excess of Receipts over Charges.	Excess of Charges over Receipts.	Total Cost.	Cost to Government.	REMARKS.
Akyab Government School	Akyab, ...	1846	7,131 5 ...			1,760 ...	8,891 5 ...	6,561 5 ...	1,183 8 9	7,744 13 9	1,146 7 3		44 4 1	40 12 ...	
Kyouk-Phyoo do. ..	Kyouk-Phyoo,	1837	3,408			296 12	3,704 12 ...	3,408	... ...	3,408	296 12 ...		34 2 7	31 3 ...	
Maulmain do. ..	Maulmain,	1835	5,581 10 8			2,037 ...	7,618 10 8	5,488 5 8	93 5 11	5,581 10 8	2,037		29 13 6	18 15 5	
Prome do. ..	Prome, ...	1866	5,286			556 ...	5,857 7 9	5,280	6	5,286	571 7 9		96 1 8	86	

Statistical Return of AIDED SCHOOLS *of the* MIDDLE CLASS *for the year ending 31st March 1869.*

1	2	3	4	5	6	7	8	9	10	10A	10B	10C	10D	11	12	13	14	15	16	17	18	19
NAME OF INSTITUTION.	Locality.	When Established.	Number of Pupils on the Rolls at the end of the year				Average number of pupils attending daily	Average number of pupils on the Rolls Monthly.	Number of Pupils studying in each Language at the close of the year					Monthly rate or rates of Fee	Receipts during the year.							
			Burmese.	Karens	Others	Total.			English.	Burmese.	Karen.				From Government.		Proceeds of Endowments.	Subscriptions and Donations, &c.	Fees and Fines, &c.		Total.	
S. P. G. Boys' School,	Rangoon,	1864	133	...	97	230	165	235	230	165	18	31		1 R.	*23,000			77 10 ...	3,600	.. ..	34,310	... ...
S. P. G. Boys' do.	Maulmain, ..	1859	155	.	48	203	150	200	203	203				8 As & 1 R	2,000			6,120 ... 3	1,677	7 9	9,797	8 ...
St. Paul's do.	Rangoon,	1860	50	..	182	232	205	232	232	110		19		3 Rs.	†12,000			2,400	3,000	... ..	17,400	... ...
St. Patrick's do.	Maulmain, ..	1842	13	1	101	115	119	129	115	26				3 Rs.	1,500				397	6 ...	5,476	... ...
St. Peter's do	Bassein,	1861	9	28	36	73	61	66	57	30	9			2 Rs.	1,000			... ...	401	... ...	1,401	... ...
Roman Catholic Anglo-Vernacular,	Toung oo,	1866	40	...	17	57	49	54	50	57				1 R.	1,000			1,843 9 2	281	5 6	3,124	14 8
Mission School,	Prome,	1864	33	...	5	38	22	23	38	38				1 R.	240			... ...	282	... ...	522	... ...
Morton Lane School,	Maulmain, ..		73	5	11	89	68	90	56	33					1,000			405	437	... ...	1,842	... ...
Church of England Orphanage,	Maulmain, ..	1837	...		20	20	20	20	20						700	...		1,958	...	... ...	2,658	... ...
Burmese Mission School,	Bassein,	1857	66	...	21	87	64	73	68	19					250	...		1,593	...	... ...	1,843	... ...
Town School,	Sandoway, .	1867	14	..	11	25	24	25	25					4 As.	52	14 6		31 9 2	155	8 4	240	... ...
Town School,	Tovoy,	1868	26	...	19	45	35	35	45						300	..		.. ..	210	... ...	510	... ...
S. P. G. Puzzoondoung,	Rangoon,	1868	40	...	4	44	25	38	44	20					600	..		700	276	... ...	1,576	.. ...
Town School,	Ramree,		...	...												..		... ...	...	... ...	...	... ...
S. P. G. Myan-oung,	Myan'oung,	1868	20	..	13	33	17	31	33					1 R.	1,550	...		1,554 8 ...	95	... ..	3,199	8 ...
S. P. G. Henzadah,	Myan-oung,		...	...												...		... ...	...	... ...	...	... ...
S. P. G. Zelloon,	Myan-oung,		...	..												...		... ...	...	... ...	...	... ...
S. P. G. Thayet-myo,	Prome,	1868	12	...	22	34	28	30	34					8 As. & 1 R.	250	...		432	247	8 ...	857	8 ...

* 20,000 Building Grant. † 10,000 Building Grant.

Statistical Return of AIDED SCHOOLS *of the* MIDDLE CLASS *for the year ending 31st March 1869.—(Concluded.)*

1	2	3	20	21	22	23	24	25	26	27
NAME OF INSTITUTION.	Locality.	When Established.	Charges incurred during the year.			Excess of Receipts over Charges.	Excess of Charges over Receipts.	Annual cost of Educating each Pupil.		REMARKS.
			Current.	Extraordinary.	Total.			Total Cost.	Cost to Government.	
S. P. G. Boys' School,	Rangoon,	1864	13,910 - -	20,400 - -	34,310 - -	-	-	60 14 3	12 12 3	
S. P. G. Boys' do.	Maulmain,	1859	9,527 8 -	270 - -	9,797 8 -	-	-	48 15 9	10 - -	
St. Paul's do.	Rangoon,	1860	7,150 - -	10,630 - -	17,780 - -	-	380 - -	36 - -	8 - -	
St. Patrick's do.	Maulmain,	1842	5,057 - -	-	5,057 - -	419 -	-	39 3 2	11 10 -	
St. Peter's do.	Bassein,	1861	2,469 - -	111 - -	2,580 - -	-	1,179 - -	39 6 -	15 2 -	
Roman Catholic Anglo-Vernacular,	Toung-oo,	1866	3,124 10 2	426 - -	3,550 10 2	-	425 11 6	65 12 -	18 8 3	
Mission School,	Prome,	1864	522 - -	37 - -	559 - -	-	37 - -	19 8 6	10 3 5	
Morton Lane School,	Maulmain,		- - -	- - -	- - -	-	- - -	- - -	- - -	
Church of England Orphanage,	Maulmain,	1837	2,171 3 -	703 7 -	2,874 10 -	-	216 10 -	108 8 -	15 - -	
Burmese Mission School,	Bassein,	1857	1,843 - -	- - -	1,843 - -	-	- - -	21 2 11	2 13 11	
Town School,	Sandoway,	1867	240 - -	- -	240 - -	-	- - -	10 - -	2 3 3	
Town School,	Tavoy,	1868	510 - -	- 1	510 - -	-	- - -	14 9 2	8 9 2	
S. P. G. Puzzoondoung,	Rangoon,	1868	900 - -	- - -	900 - -	676 -	- - -	23 11 -	15 13 -	
Town School,	Ramree, ...		- - -	- - -	- - -	-	- - -	- - -	- - -	
S. P. G. Myan-oung,	Myan-oung, ...	1868	708 - -	2,145 8 -	2,853 8 -	130 -	- - -	27 8 3	17 11 10	
S. P. G. Henzadah,	Myan-oung, ...		- - -	- - -	- - -	-	- - -	- - -	- - -	
S. P. G. Zelloon,	Myan-oung, ...		- - -	- - -	- - -	-	- - -	- - -	- - -	
S. P. G. Thayet myo,	Prome, ...	1868	720 - -	104 - -	824 - -	3 8	- - -	29 6 7	8 14 6	

Statistical Return of AIDED SCHOOLS of the LOWER CLASS for the year ending 31st March 1869.

1. Name of Institution	2. Locality	3. When Established	4. Number of Pupils on the Rolls at the end of the year: Burmese	5. Karen	6. Others	7. Total	8. Average number of Pupils attending daily	9. Average number of Pupils on the Rolls Monthly	10. Number of Pupils studying in each Language at the close of the year: English	10A. Burmese	10B. Karens	10C	10D	11. Monthly rate or rates of Fee	12. Receipts during the year: From Government	13. Proceeds of Endowments	14–15. Subscriptions and Donations, &c.	16–17. Fees and Fines, &c.	18–19. Total	20. Charges incurred during the year: Current	21. Extraordinary	22. Total	23. Excess of Receipts over Charges	24. Excess of Charges over Receipts	25. Annual cost of Educating Each Pupil: Total Cost			26. Cost to Government			27. Remarks
Yay-tho, ...	RANGOON.	1854									57				82		38		120						2	1	8	1	7	...	
Tah-kwa-law, ...		1867									30				42		18		60						2	...	...	1	6	5	
Kine-daw, ...		1867									23				33		7		40						1	11	10	1	7	...	
Kang-lay, ...		1863									9				16		14		30						3	5	4	1	12	5	
Bong-long-seik, ...		1862									58				87		83		170						2	14	11	1	8	..	
Hlaw-gah, ..		1854									22				31		9		40						1	13	1	1	6	7	
Tan-bin-gong, ...		1856									29				22		3		25						0	13	10	...	12	2	
Ah' K'byin, ...		1856									34				37		3		40						1	2	10	1	1	5	
Yin-dike-kon, ...		1854									47				70		50		120						2	8	10	1	7	10	
Wa-net-kon, ...		1866									16				24		6		30						1	14	...	1	8	...	
Wau-ma-nga, ...		1865									5				11		14		25						5	...	...	2	3	2	
In-tine, ...		1862									15				12		3		15						1	...	...	...	12	10	
Kyah-gyoon, ...		1854									31				32		3		35						1	2	1	1	...	6	
Yay Ngan, ...		1866									40				22		8		30						0	12	...	...	8	10	
Hmau-long, ...		1862									15				23		12		35						2	5	4	1	8	6	
Choung Tha-din, ...		1868									10				21		19		40						4	...	...	2	1	7	
Tone-gyee, ...		1856									25				27		13		40						1	9	7	1	1	3	
Tsan-choung, ...		1862									6				13		22		35						5	13	4	2	2	8	
Tau-plan, ...		1867									15				38		52		90						6	...	...	2	8	6	
Tha-nat-choung, ...		1866									12				18		17		35						2	14	8	1	8	...	
Wan-dalee, ...		1865									13				21		14		35						2	11	1	1	9	10	
Oke-kan, ...		1863									20				21		9		30						1	8	...	1	...	10	

Statistical Return of AIDED SCHOOLS of the LOWER CLASS for the year ending 31st March 1869.—(Continued)

Name of Institution.	Locality.	When Established.	Number of Pupils on the Rolls at the end of the year. Burmese.	Karen.	Others.	Total.	Average number of pupils attending daily.	Average number of pupils on the Rolls Monthly.	Number of Pupils studying in each Language at the close of the year. English.	Burmese.	Karen.			Monthly rate or rates of Fee.	Receipts during the year. From Government.	Proceeds of Endowment.	Subscriptions and Donations, &c.	Fees and Fines, &c.	Total.	Charges incurred during the year. Current.	Extraordinary.	Total.	Excess of Receipts over Charges.	Excess of Charges over Receipts.	Annual cost of Educating each Pupil. Total Cost.	Cost to Government.	Remarks.
1	2	3	4	5	6	7	8	9	10	10A	10B	10C	10D	11	12, 13	14	15, 16	17	18, 19	20	21	22	23	24	25	26	27
Mee Nin Gon, ...	RANGOON.	1864		-		-	-	-	-	-	6				15		15	-	30 -	-	-	-			5 - -	2 8 -	
Thong Tsoo, ...	RANGOON.	1864		-		-	-	-	-	-	5				11		24	-	35 -	-	-	-			7 - -	2 3 2	
Ma-gyay Queng, ...	RANGOON.	1863		-		-	-	-	-	-	16				23		12	-	35 -	-	-	-			2 3 -	1 7 -	
Mee In Kon, ...	RANGOON.	1866		-		-	-	-	-	-	17				24		16	-	40 -	-	-	-			2 5 8	1 6 7	
Ta-pah-pray, ...	RANGOON.	1856		-		-	-	-	-	-	9				15		5	-	20 -	-	-	-			2 3 7	1 10 8	
K'noung, ...	RANGOON.	1863		-		-	-	-	-	-	32				49		41	-	90 -	-	-	-			2 13 -	1 8 6	
Pan-tine, ...	RANGOON.	1865		-		-	-	-	-	-	9				25		25	-	50 -	-	-	-			5 8 11	2 12 5	
Ko-doung, ...	RANGOON.	1867		-		-	-	-	-	-	6				11		24	-	35 -	-	-	-			5 13 4	1 13 4	
Choung Myee Coh, ...	RANGOON.	1867		-		-	-	-	-	-	15				24		11	-	35 -	-	-	-			2 5 4	1 9 7	
Pan Yin, ...	RANGOON.	1867		-		-	-	-	-	-	24				32		3	-	35 -	-	-	-			1 7 4	1 5 4	
Gyoung, ...	RANGOON.	1867		-		-	-	-	-	-	4				15		25	-	40 -	-	-	-			10 - -	3 12 -	
Tse Kau, ...	RANGOON.	1866		-		-	-	-	-	-	10				18		17	-	35 -	-	-	-			3 8 -	1 12 -	
Mait-lin-gon, ...	RANGOON.	1864		-		-	-	-	-	-	15				22		13	-	35 -	-	-	-			2 5 4	1 7 6	
Yay Oh Zin, ...	RANGOON.	1868		-		-	-	-	-	-	5				15		25	-	40 -	-	-	-			8 - -	3 - -	
Zwai-tau, ...	RANGOON.	1868		-		-	-	-	-	-	10				26		14	-	40 -	-	-	-			2 8 -	1 10 -	
Plau-pah Doh, ...	RANGOON.	1868		-		-	-	-	-	-	3				10		20	-	30 -	-	-	-			3 12 -	1 4 -	
Gyan-tseik, ...	RANGOON.	1868		-		-	-	-	-	-	22				10		5	-	15 -	-	-	-			- 10 10	- 7 3	
Sau-la-tay, ...	RANGOON.	1868		-		-	-	-	-	-	16				25		15	-	40 -	-	-	-			2 8 -	1 9 -	
Doon-ta-bay, ...	RANGOON.	18[illegible]		-		-	-	-	-	-	16				-		-	-	-	-	-	-			- - -	- - -	
Ah-kaw-ah, ...	RANGOON.	1864		-		-	-	-	-	-	13				-		-	-	-	-	-	-			- - -	- - -	
Colony School, ...	TOUNG-OO,	1857		24		24	10	12	5	5	24				36		10	100 4	146 4	116 4	30	146 4			14 9 7	3 9 7	

Statistical Return of AIDED SCHOOLS *of the* LOWER CLASS *for the year ending 31st March 1869.—(Continued.)*

1	2	3	4	5	6	7	8	9	10	10A	10B	10C	10D	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27
Name of Institution.	Locality.	When Established.	Number of Pupils on the Rolls at the end of the year.				Average number of pupils attending daily.	Average number of pupils on the Rolls Monthly.	Number of Pupils studying in each Language at the close of the year.					Monthly rate or rates of Fee.	Receipts during the year.								Charges incurred during the year.			Excess of Receipts over Charges.	Excess of Charges over Receipts.	Annual cost of Educating each Pupil.		Remarks.
			Burmese.	Karen.	Others.	Total.			English.	Burmese.	Karen.				From Government.	Proceeds of Endowments.		Subscriptions and Donations, &c.		Fees and Fines, &c.		Total.	Current.	Extraordinary.	Total.			Total Cost.	Cost to Government.	
Ray-gyan, ...	BASSEIN.	1863		30		30	-	-		-	30				56				58	-		114	114		114			3 12 9	1 13 10	
Lai-Koo, ...		1864		43		43	-	-		-	43				50				95	-		145	145		145			3 5 11	1 2 7	
Lay-Loo, ...		1864		30		30	-	-		-	30				54				60	-		114	114		114			3 12 9	1 12 9	
Wah-plan-lot, ...		1864		20		20	-	-		-	20				35				35	-		70	70		70			- 3 8	- 1 12	
Tha-bu-bin, ...		1864		34		34	-	-		-	34				36				40	-		76	76		76			2 3 9	- 1 1	
Tha-mah-ta-kaya, ...		1864		54		54	-	-		-	54				58				120	-		178	178		178			3 4 9	1 1 2	
Sin-goung, ...		1864		22		22	-	-		-	22				30				40	-		70	70		70			3 2 10	1 5 9	
Pera-choung, ...		1864		42		42	-	-		-	42				50				90	-		140	140		140			3 5 4	1 3 -	
Pyoo-choung, ...		1864		28		28	-	-		-	28				10				40	-		50	50		50			1 12 7	- 5 9	
Kyone-khyoung, ...				25		25	23	24		-	25				-				70	15		85	85		85			- 3 6	- - -	
Pay Bin, ...				33		33	30	32		-	33				15				75	-		90	90		90			- 2 6	- 7 -	
Aeng Mat, ...				15		15	10	12		-	15				-				53	-		53	53		53			4 3 -	- - -	
Shoay Kyoung, ...				30		30	28	28		-	30				-				84	20		104	104		104			4 7 -	- - -	
Myat-lay Kyoung, ...				18		18	16	18		-	16				25				71	15		111	111		111			6 - 2	1 6 -	
Moung Tha, ...				40		40	32	37		10	39				15				120	-		135	135		135			3 10 -	- 6 -	
Tha-ya-gone, ...				41		41	32	35		15	37				-				110	-		110	110		110			3 2 -	- - -	
A-lai-mon, ...				6		6	5	6		-	6				15				37	-		52	52		52			8 10 -	2 8 -	
Da-koh, ...				35		35	30	33		9	33				10				60	40		110	110		110			3 5 -	- 3 -	
Karah-gyee, ...				15		15	13	15		3	15				-				30	30		60	60		60			- 4 -	- - -	
Zoung-ya-gong, ...				12		12	10	12		-	12				-				25	-		25	25		20			2 1 -	- - -	
Leh-pan-gong, ...				20		20	17	18		5	17				-				25	25		50	50		50			2 12 -	- - -	
Doung-gyee, ...				15		15	13	15		-	15				-				20	20		40	40		40			2 11 -	- - -	

Statistical Return of AIDED SCHOOLS *of the* LOWER CLASS *for the year ending* 31st *March* 1869—(*Continued.*)

1	2	3	4	5	6	7	8	9	10	10A	10B	10C	10D	11	12	13–14	15–16	17–18	19	20	21	22	23	24	25	26	27
NAME OF INSTITUTION.	Locality.	When Established.	Number of Pupils on the Rolls at the end of the year. Burmese.	Karen.	Others.	Total.	Average number of Pupils attending daily.	Average number of Pupils on the Rolls Monthly.	Number of Pupils studying in each Language at the close of the year. English.	Burmese.	Karen.			Monthly rate or rates of Fee.	Receipts during the year. From Government.	Proceeds of Endowments.	Subscriptions and Donations, &c.	Fees and Fines, &c.	Total.	Charges incurred during the year. Current.	Extraordinary.	Total.	Excess of Receipts over Charges.	Excess of Charges over Receipts.	Annual cost of Educating each Pupil. Total Cost.	Cost to Government.	REMARKS.
Koh Soo, ...	BASSEIN.	1860		40		40					40				30		110		140	140		140			3 8 -	- 12 -	
Kan-nau-kee, ...		1862		24		24					21				23		70		93	93		93			4 1 4	1 2 8	
Kau-kem-pgah, ...		1862		57		57					57				70		80		150	150		150			2 10 1	1 3 8	
Kyoo-tah, ...		1862		43		43					43				90		100		190	190		190			4 6 8	2 1 6	
Kyoo-too, ...		1863		26		26					26				30		74		104	104		104			4 - -	1 2 6	
Kau-lah, ...		1868		12		12					12				10		42		52	52		52			4 5 4	- 13 4	
Lai-lai, ...		1863		23		23					23				30		70		100	100		100			4 5 7	1 5 -	
Shan-gyoung, ...		1863		20		20					20				50		60		110	110		110			5 8 -	2 8 -	
See-kyee, ...		1866		13		13					13				30		39		69	69		69			5 5 -	2 5 -	
Sah-prah, ...		1867		33		33					33				10		65		75	75		75			2 4 5	- 5 -	
Hoh-lo, ...		1865		14		14					14				25		62		87	87		87			6 3 6	1 12 7	
Too-pa-loo, ...		1863		10		10					10				35		45		80	80		80			8 - -	3 8 -	
Tau-koo, ...		1863		19		19					19				38		45		83	83		83			4 6 -	2 - -	
Tin-dah, ...		1863		42		42					42				30		115		145	145		154			3 7 3	- 11 5	
Tan-ka-lah, ...		1866		16		16					16				40		40		80	80		80			5 - -	2 8 -	
Nau-pa-ai, ...		1863		86		86					86				110		200		310	310		310			3 10 -	1 4 -	
Nai-lau, ...		1864		23		23					23				40		40		80	80		80			3 7 7	1 11 9	
Pan-ta-nau, ...		1863		25		25					25				50		80		130	130		130			5 3 2	2 - -	
Ta-nah Theng, ...		1863		60		60					60				90		420		510	510		510			8 8 -	1 8 -	
Merpah-kaniah, ...		1863		40		40					40				25		115		140	140		140			3 8 -	- 10 -	
Moo-koo, ...		1863		27		27					27				20		60		80	80		80			3 15 5	11 10 -	
Magay-lahah, ...		1863		16		16					16				20		40		60	60		60			3 12 -	1 4 -	
Mee-thway-dike, ...		1863		34		34					34				10		16		26	26		26			12 2 -	- 4 9	

Statistical Return of Aided Schools *of the* Lower Class *for the year ending 31st March 1869.—(Continued.)*

1	2	3	4	5	6	7	8	9	10	10A	10B	C 10	10D	11
Name of Institution.	Locality.	When Established.	Number of Pupils on the Rolls at the end of the year.				Average number of pupils attending daily.	Average number of pupils on the Rolls Monthly.	Number of Pupils studying in each Language at the close of the year.					Monthly rate or rates of Fee.
			Burmese.	Karen.	Others.	Total.			English.	Burmese.	Karen.			
Byeneja, ...			..	20		20	20	20		...				...
Kyun-gong, ...			..	12		12	12	12		...				...
Ehyua, ...				20		20	20	20		...				...
Apyouk, ...			...	15		15	15	15		...				...
Kyun-ta-nau, ...			...	10		10	10	10		...				...
Do.			...	14		14	14	14		...				..
Ta-lon, ...			...	10		10	10	10		...				...
La-maing, ...			...	16		16	16	16		...				...
Leh-pan gong, ...			..	15		15	15	15		...				...
Enyayat, ...	MYAN-OUNG.		.	10		10	10	10		...				...
Mayan-gong, ...		1868	..	12		12	12	12		...				...
Entayah, . ..				17		17	17	17		...				..
Kanoo-gyee, ...			..	20		20	20	20		...				...
Ahyan, ...			..	15		15	15	15		...				...
Kan-gyee, ...			...	10		10	10	10		...				...
Kyan-sha, ...			..	15		15	15	15		...				...
Quen-tha, ...			..	10		10	10	10		...				...
Eng-gyee, ...			...	13		13	13	13		...				...
No. 1, Mixed School, ...	PROME, ...	1864	28	6		34	20	23		34				2 to 4 As.
,, 2, do. do.		1864	25	...		25	18	21		25				...
,, 3, do. do.		1864	22	..		22	14	18		22				...

Statistical Return of AIDED SCHOOLS *of the* LOWER CLASS *for the year ending* 31*st March* 1869.—*(Concluded.)*

1	2	3	12	13	14 15	16 17	18 19	20	21	22	23	24	25	26	27
NAME OF INSTITUTION.	Locality.	When Established.	Receipts during the year. From Government.	Proceeds of Endowments.	Subscriptions and Donations, &c.	Fees and Fines, &c.	Total.	Charges incurred during the year. Current.	Extraordinary.	Total.	Excess of Receipts over Charges.	Excess of Charges over Receipts.	Annual cost of Educating each Pupil. Total Cost.	Cost to Government.	REMARKS.
Byeneja, ...			95 -		154 10 -	- -	249 10 -	- -		- -			12 8 -	4 12 -	
Kyun-gong, ...			95 -		83 - -	- -	178 - -	- -		- -			14 13 -	8 - -	
Ehyua, ...			95 -		59 - -	- -	145 - -	- -		- -			7 4 -	4 4 -	
Apyouk, ...			95 -		37 8 9	- -	132 8 9	- -		- -			8 12 -	6 5 -	
Kyun-ta-nau, ...			95 -		66 - -	- -	161 - -	- -		- -			16 - -	9 8 -	
Do. ...			95 -		13 2 -	- -	108 2 -	- -		- -			7 12 -	6 12 -	
Ta-lon, ...			95 -		20 - -	- -	115 - -	- -		- -			11 8 -	9 8 -	
La-maing, ...			95 -		49 11 -	- -	144 11 -	- -		- -			9 - -	6 - -	
Leh-pan-gong, ...			95 -		22 - -	- -	117 - -	- -		- -			7 14 -	6 5 -	
Enyayat, ...	MYAN-OUNG.		95 -		85 - -	- -	180 - -	- -		- -			18 - -	9 8 -	
Mayan-gong, ...		1868	95 -		10 6 -	- -	105 6 -	- -		- -			8 12 -	7 15 -	
Entayah, ...			95 -		70 - -	- -	105 - -	- -		- -			9 8 -	5 9 -	
Kanoo-gyee, ...			97 8		102 - -	- -	199 8 -	- -		- -			10 - -	4 14 -	
Ahyan, ...			95 -		34 - -	- -	129 - -	- -		- -			8 9 -	6 5 -	
Kan-gyee, ...			81 8		52 4 6	- -	133 12 6	- -		- -			13 14 -	8 2 -	
Kyan-sha, ...			95 -		85 - -	- -	180 - -	- -		- -			12 - -	6 5 -	
Quen-tha, ...			96 -		92 8 -	- -	188 8 -	- -		- -			18 9 -	9 9 -	
Eng-gyee, ...			95 -		80 - -	- -	175 - -	- -		- -			13 8 -	7 2 -	
No. 1, Mixed School, ...	PROME, ...	1864	120 -		- - -	29 12	149 12 -	149 12		149 12			6 8 2	5 3 5	
,, 2, do. do. ...		1864	60 -		- - -	- -	60 - -	60 -		60 -			2 13 9	2 13 9	
,, 3, do. do. ...		1864	60 -		- - -	- -	60 - -	60 -		60 -			3 5 4	3 5 4	

Statistical Return of AIDED NORMAL SCHOOLS *for the year ending* 31*st March* 1869.

1	2	3	4	5	6	7	8	9	10	10A	10B	10C	10D	11	12	13	14, 15	16, 17	18, 19
			Number of Pupils on the Rolls at the end of the year.						Number of Pupils studying in each Language at the close of the year.						Receipts during the year.				
NAME OF INSTITUTION.	Locality.	When Established.	Burmese.	Karen.	Others.	Total.	Average number of pupils attending daily.	Average number of pupils on the Rolls Monthly.	English.	Burmese.	Karen.			Monthly rate or rates of Fee.	From Government.	Proceeds of Endowment.	Subscriptions and Donations, &c.	Fees and Fines, &c.	Total.
Pwo Karen Normal, ...	Bassein, ..	1852	...	32	2	34	25	28	6	...	28	...		...	500		3,264 15 ...	... ...	3,764 15 ...
Karen Normal and Industrial, ...	Bassein, ..	1853	1	62	..	63	58	61	38	..	25	...		...	2,000		5,415 5 6	126 4 6	7,415 5 6
Karen Young Men's Normal, ..	Toung-oo, ...	1853	.	130	.	130	16	26	30	130	86	130		8 As.	840		1,567 6 3	170	2,577 6 3
Karen Normal Theological, ..	Toung-oo, ...	1853	...	71	...	71	61	61	..	...	71	...		...	1,000		1,463 1 6	... ...	2,463 1 6
Karen Normal Dine-woon-quin, ...	Maulmain, ...	1845	...	40	...	40	40	.	...	...	40	...		...	1,000		481 8 7	... ...	1,481 8 7
Karen Normal, ...	Henzadah, ...	1856	.	52	..	52	48	47	.	.	...	52		...	1,000		1,073 9 9	... ...	2,073 9 9
Pwo Karen Normal, ..	Rangoon, ...	1859	..	50	.	50	48	50	...	...	50	...		...	500		3,016 8 ...	... ...	3,516 8 ...

Statistical Return of AIDED NORMAL SCHOOLS *for the year ending 31st March* 1869.—*(Concluded)*.

1	2	3	20	21	22	23	24	25	26	27
NAME OF INSTITUTION.	Locality.	When Established.	Charges incurred during the year. Current.	Extraordinary.	Total.	Excess of Receipts over Charges.	Excess of Charges over Receipts.	Annual cost of Educating each Pupil. Total Cost.	Cost to Government.	REMARKS.
Pwo Karen Normal, ...	Bassein, ...	1852	2,695 8 ...	1,069 7 ...	3,764 15 ...	... ...		134 7 ...	17 13 ...	
Karen Normal and Industrial, ...	Bassein, ...	1853	6,895 ... 3	... ...	6,895 ... 3	520 5 3		111 10 6	32 6 3	
Karen Young Men's Normal, ...	Toung-oo, ...	1853	871 7 3	1,705 13 ...	2,577 6 3	... ...		53 12 10	50 13 2	
Karen Normal Theological, ..	Toung-oo, ...	1853	2,463 1 6	... ...	2,463 1 6	... ...		40 6 ...	16 6 3	
Karen Normal Dine-woon-quin, ...	Maulmain, ...	1845	1,481 8 7	1,481 8 7	... ...	... ...		... ...	... ...	
Karen Normal, ...	Henzadah, ...	1856	1,919 13 9	153 12 ...	2,073 9 9	... ...		114 1 4	21 4 5	
Pwo Karen Normal, ...	Rangoon, ...	1859	2,516 8 ...	1,000	3,516 8 ...	... ...		70 2 ...	10	

Statistical Return of Aided Female Schools *for the year ending* 31*st March* 1869.

1	2	3	4	5	6	7	8	9	10	10A	10B	10C	10D	11	12	13	14	15	16	17	18	19
Name of Institution.	Locality.	When Established.	Number of Pupils on the Rolls at the end of the year.				Average number of Pupils attending daily.	Average number of Pupils on the Rolls Monthly.	Number of Pupils studying in each Language at the close of the year.					Monthly rate or rates of Fee.	Receipts during the year.							
			Burmese.	Karen.	Others.	Total.			English.	Burmese.	Karen.				From Government.	Proceeds of Endowments.	Subscriptions and Donations, &c.			Fees and Fines, &c.		Total.
St. John's School, ...	Rangoon, ...	1861	38	25	62	125	125	...	62	63	...	...		5 Rs.	1,500	...	3,500	...	...	2,250	...	7,250 ... ...
St. Joseph's School, ...	Maulmain, ...	1847	...	...	...	117	112	112	117	...	...	...		6 Rs.	1,500	...	221	...	...	6,835	...	8,556 ... ...
Karen Female Institute, ...	Toung-oo, ...	1857	...	52	...	52	25	32	32	52	25	52		...	1,000	...	1,772	7	2	129	4	2,901 11 2
D'Oyley Burmese Girls' School, ...	Toung-oo, ...	1858	41	...	...	41	17	20	20	41	...	...		...	360	420	1,088	12	...	267	8	2,135 10 ...
S. P. G. Girls' School, ...	Rangoon, ...	1866	76	...	28	104	68	98	104	76	...	...		...	*6,000	...	3,939	12	...	...	...	4,939 12 ...
Akyab Girls' School, ...	Akyab, ...	1868	18	...	...	18	12	18	...	...	...	...		2 As.	300	...	672	...	...	...	...	972 ... ...

* 5,000 Building Grant.

Statistical Return of Aided Female Schools *for the year ending 31st March* 1869.—*(Concluded.)*

1	2	3	20	21	22	23	24	25	26	27
Name of Institution.	Locality.	When Established.	Charges incurred during the year.			Excess of Receipts over Charges.	Excess of Charges over Receipts.	Annual cost of Educating each Pupil.		Remarks.
			Current.	Extraordinary.	Total.			Total Cost.	Cost to Government.	
St. John's School, ...	Rangoon, ...	1861	6,800	630	7,430	... ...	180	60	12	
St. Joseph's School, ...	Maulmain, ...	1847	6,548	1,384	7,932	624 ...	...	70 13 1	13 6 3	
Karen Female Institute, ...	Toung-oo, ...	1857	1,455 9 8	1,446 7 6	2,901 11 2	... ...	...	58 2 ...	40	
D'Oyley Burmese Girls' School, ...	Toung-oo, ...	1858	704 14 ...	1,430 12 ...	2,135 10 ...	... ...	...	50 5 7	25	
S. P. G. Girls' School, ...	Rangoon, ...	1866	4,939 12 ...	... ...	4,939 12 ...	... ...	...	50 6 6	10 3 3	
Akyab Girls' School, ...	Akyab, ...	1868	935 12 ...	... ...	935 12 ...	36 4	...	53 1 ...	16 10 ...	

Statistical Return of GAOL SCHOOLS *for the year ending* 31st *March* 1869.

1	2	3	4	5	6	7	8	9	10	10A	10B	10C	10D	11	12–13	14	15–16	17–18	19	20	21	22	23	24	25	26	27
NAME OF INSTITUTION.	Locality.	When Established.	Number of Pupils on the Rolls at the end of the year.				Average number of pupils attending daily.	Average number of pupils on the Rolls Monthly.	Number of Pupils studying in each Language at the close of the year.					Monthly rate or rates of Fee.	Receipts during the year.					Charges incurred during the year.			Excess of Receipts over Charges.	Excess of Charges over Receipts.	Annual cost of Educating each Pupil.		REMARKS.
			Burmese.	Karen.	Others.	Total.			English.	Burmese.	Karen.				From Government.	Proceeds of Endowments.	Subscriptions and Donations, &c.	Fees and Fines, &c.	Total.	Current.	Extraordinary.	Total.			Total Cost.	Cost to Government.	
Goal School, ...	Rangoon, ...	1868	12	..	3	15	15	15	15	..	...	...	..	...	360	..	...	...	360	360	...	360	...	...	24......	24...	...

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SECTION II.—INSPECTION REPORTS AND BRIEF NOTICES OF SCHOOLS.

APPENDICES.

A. Reports of Superintendents and Head Masters of Schools.